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ABSTRACT

These three journal issues contain the following articles: "Japanese at Mimosa Elementary School" (Azusa Uchihara); "A Successful Keypal Project Using Varied Technologies" (Jean L. Pacheco); "Promoting a Language-Proficient Society: What You Can Do" (Kathleen M. Marcos and Joy Kreeft Peyton); "Journal Reflections of a First-Year Teacher" (Sarah Pope); "Teaching Beginning Learners without Using Textbooks" (Kim Chase); "Japanese Immersion: A Successful Program in Portland, Oregon" (Douglas F. Gilzow); "National Board Certification Available for Teachers of World Languages Other Than English" (Kathleen Kosobud McKinley); and "IN-VISION, Technology Strategies for Rural Schools" (Marie Trayer and Lisa Knoche). Also included in the journals are such features as notes from the NNELL president, announcements, activities for the classroom, classroom resources, NNELL election results, and a calendar of events. (SM)

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Learning Languages

The Journal of the National Network for Early Language Learning

Fall 2001
Vol.7 No.1

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Learning Languages: The Journal of the National Network for Early Language Learning is published in the Spring, Fall and Winter as the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside back cover for more information on NNELL.

Articles Published: Both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the Editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Web site (www.educ.iastate.edu/nnell).

Submissions: Deadlines are: Fall issue—May 1; Winter issue—Nov. 1; Spring issue—Feb. 1. Articles, classroom activities, and materials may be submitted to the appropriate Contributing Editor. Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the Editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available). Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, context, objectives, targeted standards, materials, procedure, and assessment. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities Editor.

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Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $25/year ($30 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th St. N.W., Washington, DC 20016-1859. Copyright © 2001 by the National Network for Early Language Learning.

Notes from the President

As I write my final message as NNELL president, our world is still in trauma after the horrendous actions of September 11, 2001. Such actions carried out by a small group remind all of us of the value of our work.

Teachers in early foreign language programs help children value the culture of others as they learn their language. These children will grow to be more culturally compassionate adults. Our hope is that as adults they will work in a united manner toward a world in which all people will live in freedom and justice. This is our challenge and our mission—a mission we share with others.

The ACTFL Conference in Washington, D.C., offered over 5,000 attendees many opportunities to reflect on our mission and challenge. NNELL had a very strong presence at ACTFL. Over 200 early foreign language teachers shared their treasures at the NNELL Swapshop Breakfast as Patti Lozano entertained the enthusiastic early risers. Many thanks go to all of the sponsors, with a special thanks to SRA/McGraw Hill for its generous support of NNELL and its work. The NNELL Question and Answer session was filled with participants sharing ideas, giving and receiving information in an informal setting. The Annual Meeting presented the same opportunity for new ideas and information on materials and strategies. Other sessions focusing on early language learning were very well attended throughout the conference.

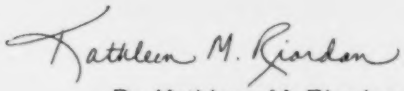
The ACTFL Award Ceremony was a NNELL celebration, with three NNELL nominees receiving awards. Dr. Mari Haas was honored for her innovative work as recipient of the Nelson Brooks Award for the Teaching of Culture. Dr. Carine Feyten was recognized for her leadership with the ACTFL/Florence Steiner Award for leadership in Foreign Language Education–Post Secondary. A repeat award winner, Dr. Marcia Rosenbusch, received the ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Marcia was a previous Steiner recipient. Also, Dr. Myriam Met was elected to the ACTFL Executive Council, having been nominated by NNELL. All of the honorees thanked NNELL members for their support and collegial work in furthering the cause of early language learning.

For many ACTFL attendees the highlight of the conference was the keynote presentation, both spoken and sung, by Dr. Ronan Tynan, the Irish Tenor. Dr. Tynan inspired the audience with his understanding of our human need for encouragement and support by others as we support and encourage. He reminded us of the importance of believing in others.

Dr. Tynan's personal story is one of a disabled child who became a gold-medal-winning athlete, a medical doctor, and a world-renowned tenor. He has persevered and succeeded. In sharing his personal philosophy, he reminded us that we are all ordinary people who can do the extraordinary, and that the biggest risk in life is not taking any risks. Dr. Tynan defines winners as those who are willing to prepare well and polish their craft again and again. For him, good teachers are such winners. After singing several inspirational selections

from the *Man of La Mancha,* Dr. Tynann concluded with "Isle of Hope, Isle of Tears," which he sang at the memorial event at Yankee Stadium for the victims of September 11. What an inspiration!

Let us continue to work together to polish and perfect our art and craft to bring more early learners into quality long sequence foreign language programs. These young learners are the hope for our future as they learn the language of the souls of others. This is no small challenge. We can do it together.



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★ ★

Janet Glass Receives Award for Outstanding Contribution to Foreign Language Education

On March 24, 2001, the Foreign Language Educators of New Jersey honored Janet Glass when she was given the award for Outstanding Contribution to Foreign Language Education. Recognized were the scores of teacher/administrator observers to her classroom from public school districts, independent schools, and publishers, as well as Berlitz for Kids. She has made dozens of presentations at local, state, and national conferences on teaching young students using authentic materials with thematic planning, has presented techniques such as TPR Storytelling and task-based activities, and has designed a standards-driven curriculum. Janet has also made numerous contributions on the Ñandu Listserve.

Congratulations Janet!

★ ★

Japanese at Mimosa Elementary School

Azusa Uchihara
Japanese Teacher
Mimosa Elementary School
Roswell, Georgia

. . . students must become linguistically and culturally competent in the 21st century. . . .

Mimosa's Japanese Program

The Japanese Program at Mimosa Elementary School in Roswell, Georgia, began with a kindergarten class in 1992 as part of the Georgia Elementary School Foreign Languages (ESFL) Model Program. Georgia's model program was based on the belief that students must become linguistically and culturally competent in the 21st century and that students acquire languages more quickly and easily if language instruction begins as early as possible (Georgia Department of Education, 1999). Mimosa's program, which expanded by adding a grade level in each successive year, now offers 30-minute daily instruction in Japanese to all students from kindergarten through fifth grade. The program is articulated to a Japanese program in middle school, and in 2001, students were able to continue learning Japanese in high school.

Collaborative Teaching Team

The key to a seamless progression in the students' language development is qualified language teachers who also understand the child's cognitive, affective, and physical developmental levels (McClendon & Uchihara, 1998). In Mimosa's program the teachers frequently communicate and collaborate across grade levels regarding students' progress and future goals. The teachers have identified the skills, concepts, and vocabulary, as well as the Hiragana, Katakana, and Kanji characters for reading and writing, that students will master at each grade level to create a spiraled curriculum. The Japanese teaching team regularly discusses specific student problems and seeks the best way to modify this spiraled curriculum to find solutions to these problems. Our team finds that the curriculum and methods must be adjusted and refined to address the varying strengths and weaknesses of individual students.

Experience also has taught us that it is best if a new teacher begins teaching in the lower grades to see how younger students learn basic concepts in the target language. Later this teacher will understand the progression of the students' language development in a broader context. New teachers who begin in the upper grades often have a difficult time grasping what and how much upper-grade students have learned and what developmental changes they have experienced in their cognitive abilities, behavior, and attitudes. Even experienced teachers should teach as many grade levels as possible so that they can better understand what needs to be done to create a seamless progression from one grade to the next.

A Spiraled Curriculum

Teachers are encouraged to recycle the objectives, vocabulary, and communicative functions taught in the previous grades (McClendon & Uchihara, 1998). Since natural language development does not occur in a linear fashion, students do not

continually master new concepts. Teachers reenter, reinforce, and extend concepts so that students have multiple opportunities to learn and retain language functions in their long-term memory.

For example, in a unit on the family, names of basic family members are introduced in a simple game in kindergarten. With the teacher's assistance, students are expected to pronounce the words and recognize them by matching or pointing. The names of these family members are reintroduced in a finger rhyme in Grade 1. Students are expected to respond in single words. In Grade 2, the names of the family members are reintroduced, and names of the extended family members are added in the context of the rooms of the house and again in the context of family meals. Students are expected to produce short phrases and simple sentences. In Grade 3, all of those concepts are reviewed and extended by incorporating them into new concepts. Descriptions of family members, such as name, age, birthday, and physical features are now paired with new vocabulary and new structures. Students are expected to present these concepts in extended phrases and complete sentences. In Grade 4, family members are described in a broader context, such as a family tree introducing their nationalities, flags, and languages. Students are expected to interview their family members, research flags on the Internet, write a report, and present it to class. In Grade 5, the same concepts are used in a student-centered activity in which students interview each other in order to exchange and write information about each others' family members using honorific and deferential forms. As students progress through the grades, the concepts and language outcomes increase in complexity and sophistication, and activities require more student independence, peer interaction, and improved writing and reading skills.

Creative Methods

According to Curtain and Pesola (1994), a holistic approach to learning should replace the grammatical focus so common in secondary and postsecondary language programs. The curriculum for the elementary school foreign language program is not designed for students to acquire knowledge of grammatical functions overtly, but for them to *use* the target language for authentic purposes—to express themselves and to have their needs met. They use the skills of listening, speaking, reading, and writing to achieve communication in a meaningful context. Their teachers create a stimulating and enjoyable atmosphere by providing students with games, songs, role-play, and hands-on activities that are familiar and interesting and give students opportunities to experience and experiment with language each step of the way. Curtain and Pesola also emphasize that classroom activities be designed to incorporate frequent opportunities for movement and physical activity. This is true especially for K–2 students who need to be physically involved in activities. For example, students may hold a stuffed animal when describing their "dream" pet. Younger learners in particular, who are not yet accustomed to abstract concepts, need contact with realia to construct their own meanings.

It is an interesting and pleasant experience for the teacher to work with younger students since they have a natural ability to absorb what is presented without fear of making mistakes or feeling inferior. Major developmental changes are observed, however, in the second half of third grade. Students become more independent and aware of what they are capable of or good at. Especially when serious writing or reading instruction is the focus, a big gap can be observed in students' abilities and attitudes. This change makes language instruction more challenging.

In order to maintain or increase

Teachers reenter, reinforce, and extend concepts so that students have multiple opportunities to learn and retain language functions in their long-term memory.

students' interest for language learning, teachers modify their methods to meet these developmental changes. Even though upper-level students still enjoy hands-on activities and physical movement, they need to feel successful after having learned the target language so many years. Teachers provide extended language instruction that allows students to "glue all the pieces together." Since the students have developed more listening comprehension skills than speaking skills, they need more structures and verbs for producing the language, which may require some memorization, drill, and explanation of grammatical functions.

Above all, teachers must use activities in which they build a trusting relationship with their students. . . .

Above all, teachers must use activities in which they build a trusting relationship with their students, especially at the beginning of the school year. Such activities create a positive atmosphere in which students feel comfortable and self-confident. Elementary school foreign language teachers are not just language instructors but also educators who assist their students with their affective domain and social skills.

Teacher-Made Materials

Teachers in elementary school foreign language programs often find themselves spending time looking for new ideas and making materials because few materials meet their needs. In most cases, no textbooks or series of commercial materials are used in these classrooms. Since young students need concrete realia in order to construct meaning, teachers of lower grades have to prepare many of their own materials. Teachers also modify materials borrowed from the regular classroom, English for Speakers of Other Languages (ESOL) classrooms, and advanced foreign language programs.

In order to achieve a smooth transition to an advanced level, textbooks should be used along with creative activities, but not in the traditional way. These books provide a progressive structure and culturally rich materials that are difficult for teachers to create from their own ideas and in their restricted work time. At the elementary level, textbooks should not be focused on grammatical analysis; rather they should include a variety of stories from the target cultures, cultural notes and pictures, skits, word games, and puzzles. Students need individual materials to look at, practice with, and refer to so that what they have learned in class is reinforced visually.

Assessment

In Mimosa's Japanese program, short-term and long-term goals are discussed and defined with each student. Student progress is evaluated and parents are informed through progress checklist report cards sent home at the end of each semester.

Teachers use various methods of student evaluation, such as participation and performance, completion of tasks, and paper-and-pencil tests. The skills and concepts that are assessed vary from year to year since the curriculum is modified according to students' abilities. The most challenging aspect of assessment is to evaluate an individual student's oral production within a limited time frame.

The Georgia Department of Education, with assistance from the Center for Applied Linguistics (CAL), administered the Student Oral Proficiency Assessment (SOPA) in third grade in 1996, fifth grade in 1998, and in kindergarten, third, and fifth grades in 2001. For this assessment, students were randomly selected and paired with a student of a similar ability. An interviewer and an evaluator conducted a 20-minute interview with each pair of students in a comfortable setting. Students were asked information about colors, numbers, fruits, school and house furniture, family members, body parts, and familiar stories as well as information about themselves. Questions were repeated and rephrased when students could not understand the questions.

A positive outcome of the SOPA is that the students performed much higher than their teachers had rated them based on classroom performance. This finding suggests that the students perhaps are not being given enough time and assistance to express their actual knowledge and skills in a classroom setting. Another finding from this assessment is that students could respond and produce language with a teacher's support when they had practiced and prepared in a specific context. However, it was more challenging for them to create their own sentences outside of the familiar context.

Communicating with Parents and Administrators

One of the most critical factors in the teaching process is keeping students and parents informed of the goals and expectations of the Japanese program through newsletters and the progress checklist report cards. These communications help to reinforce the idea that the language program is well articulated. The special Curriculum Night and Parent-Teacher Association meetings provide yet other opportunities for teachers to communicate program information to parents. Students are encouraged to demonstrate what they have learned in the Japanese class at these meetings. Students also take turns making a morning announcement in Japanese every day at school. The faculty and staff are also invited to participate in the announcements the first week of every month. In this way, the adults in the school become role models and show more understanding and appreciation for foreign language learning.

Some students are chosen to participate in the annual Elementary Spoken Language event sponsored by the Foreign Language Association of Georgia. Students perform songs, skits, recognize the alphabet and vocabulary, and count in order to compete against a set of foreign language standards. This is an opportunity for the students and their parents to meet students from other schools who are learning other languages and realize the importance of early foreign language learning in a broader context.

Challenges

The Japanese program faces several challenges. Only a few students enter the Japanese program in kindergarten and remain through fifth grade. Because the school is located approximately 25 miles north of Atlanta, where the population is growing rapidly, every year a large number of newcomers, including ESOL students, enter the Japanese program throughout the school year. These new students participate in a Japanese class for newcomers until they gain sufficient knowledge and skills to function in the regular class. It is a challenge for the Japanese teachers to make learning meaningful and interesting to the variety of language abilities in the newcomer class. At the same time, these classes contribute greatly to teacher collaboration because the teachers are made aware of the learning needs at each grade level and employ developmentally appropriate concepts and activities.

Another challenge is raising students' language skills to the level of communicative competence. Although the Japanese program offers 30 minutes of instruction daily, there are some distractions and interruptions day to day and throughout the school year; for example, field trips, field days, cultural arts programs, and the international festival. On these days class schedules and instruction are disrupted. In addition, although students skillfully respond to their teachers' commands and answer their questions in class and teachers make every effort to reinforce what the students have learned in Japanese class, students rarely have an opportunity to improve their language skills by using the language outside of the classroom.

Another challenge is raising students' language skills to the level of communicative competence.

The most significant outcome . . . is that students develop a positive attitude toward people from other cultures and languages.

As the Japanese national standards task force pointed out, Japanese takes time for native speakers of English to learn (National Standards in Foreign Language Education Project, 1999). Japanese grammar is extremely different from that of English. In order to be able to read Japanese materials written for adult native speakers, for example, students must learn two different syllabic writing systems and approximately 2,000 Chinese characters, most of which have multiple meanings and readings. Also, basic communicative functions such as requesting, disagreeing, and inviting are performed very differently in Japanese culture.

Articulation to a Middle School Program

In order for students who are entering a middle school foreign language program from a well-articulated elementary program not to notice a significant discrepancy in the mode of acquiring language, the two levels must be well articulated both in content and in methodologies (McClendon & Uchihara, 1998). This same process must continue into the high school program if students are to remain interested in foreign language studies. Students who have been in an elementary school foreign language program are not ready for a quick transition to grammatical analysis, translations, or frequent paper-and-pencil tasks. The methods used in a middle school foreign language program must be balanced with traditional elementary school methods. Students must be regularly engaged in using language for authentic tasks in order to continue developing their communicative competence. It is crucial for a smooth transition that elementary teachers and middle school teachers meet regularly to communicate and exchange information on curriculum, methods, and students.

Achievements

The most significant outcome of Mimosa's Japanese program is that students develop a positive attitude toward people from other cultures and languages. In particular, they show an interest in recognizing Japanese writing, products, places, and people in their environment and sharing their Japanese- or Japan-related experiences. For example, some students say that they have friends from Japan or a family member who has been to Japan, and that they have been to a Japanese restaurant and ordered a meal in Japanese. Other students bring a Japanese kimono, coins, dolls, books, and toys to show to the class. Some students express an interest in visiting Japan in the future or continuing to learn Japanese beyond the elementary school.

Our Japanese students have developed an appreciation and a respect for the Japanese language and its culture through their relationships with the Japanese teachers. When they realize that there are many Japanese products, Japanese businesses, and Japanese people in the United States, they become more aware of the value of learning the Japanese language and culture. They influence adults by sharing their positive Japanese class experiences and demonstrating what they have learned.

In the Japanese program, we see outstanding achievements for three goals specified in the national standards for foreign language learning (National Standards in Foreign Language Education Project, 1999):

1. *Cultures*: Gain knowledge and understanding of other cultures;
2. *Comparisons*: Develop insight into the nature of language and culture; and
3. *Communities*: Participate in multilingual communities at home and around the world.

As more of our students have the

opportunity to experience a long sequence of Japanese instruction, we are confident they will achieve all five goals of the national student standards for foreign language learning.

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Master of Arts in Teaching a Second Language

Bennington College, Bennington, Vermont, has launched a unique low-residency Master of Arts in Teaching a Second Language (MATSL) program for teachers of French and Spanish.

The program, which began in July 2001, spans three summers and two school years, requiring three intensive weeks of on-campus study the first two summers, one residency week the third summer, and two school-year action research projects that are conducted at each student's home institution. In addition to providing intensive language training through the medium of cultural content (and in the process modeling instruction that integrates language teaching with academic content), the program offers theory and pedagogy courses aimed at improving teacher practice at all educational levels.

Another important aim of the program is to help develop teacher leaders, people who are skilled in doing action research, in analyzing their own and others' teaching, and in making professional presentations that will help change the face of the foreign language teaching profession.

For More Information

Contact Betsy Burris at 802-440-4742 or bburris@bennington.edu, or visit the Web site http://ford.bennington.edu/RCLC/Program/matsl.html.

A Successful Keypal Project Using Varied Technologies

Jean L. Pacheco
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This e-mail keypal project began quite by chance. I was on a listserv about a variety of opportunities for projects with other classes throughout the world. One day I received an e-mail from a Russian teacher asking if I would be interested in having keypals in Russia. My first reaction was, "No, I teach Spanish, not Russian. Why would I want keypals in Russia?" I almost deleted the message. But then I thought, "This might be an interesting thing to do." When I was growing up, we thought of Russia as our enemy and we thought that we might even have a war with Russia. I thought that having keypals in Russia would help us understand this country better. So, I contacted the Russian teacher, Valdimir Ilyin, and that was the beginning of this project.

The project began quite spontaneously in February 1999 when I paired each of 10 fourth-grade students (who are now in seventh grade) in my Spanish class with a child in Russia. Each week, the Russian students wrote to us in English; we responded to them in English since we did not know Russian. The first year of the project the children came to my room at recess time and in the mornings to type their letters.

Many students even call their keypals in Russia their best friends.

In the spring of 2000 when the number of interested students expanded to 20, we established a Russian Keypal Club, which met on Wednesdays after school for an hour. Most of our correspondence has been between partners, but sometimes not all computers were working and those available had to be shared. Every child from the Russian site uses an individual e-mail address, but our students share one Hotmail address. Therefore, I print out and copy the e-mails for all the students to read.

We have made and exchanged presents with our keypals and have played chess and checkers; sometimes two games were going on at once, with answers being e-mailed back and forth. Rules for chess are the same in both Russia and the United States, but checker rules are different. Once the Russian students made a capture by moving backward when there was no king. This resulted in a dispute. I e-mailed the Russian teacher asking, "How can this be?" He did not understand my question and, with further dialogue, we solved the problem by discovering that our rules for checkers differ. A Russian checker can move forward and backward to capture, even if it is not a king, and a king can move any number of spaces diagonally. We discovered that we may wear clothing similar to that of our Russian colleagues, but our checker rules are different!

Friendships among some of the students have developed. Many students even call their keypals in Russia their best friends. A friendship also has developed between the Russian computer teacher, his wife, daughter, and even his mother and me. I was surprised when his mother sent me a book on icons last year for my birthday. She told me I was almost

like a member of their family.

Sometimes we control the themes of our discussions and at other times, we do not. We did agree from the beginning not to have the children discuss religion or the war with the Serbs. The following are some of the activities we have completed:

- **Birthday and Holiday Greetings:** We send e-mail cards to our keypals on birthdays and holidays. Three good Web sites for greeting cards are www.bluemountain.com, www.hallmark.com, and www.123greetings.com.

- **Gifts:** Part of the project has involved the exchanging of gifts. Last fall we made buckeye necklaces and told the Russian students how they were thought to bring good luck and cure arthritis and rheumatism. At Christmas we made wise men ornaments from clothespins, and we all made brainteasers similar to "Pizza Hut brainteasers." We also made apple dolls, typical of Missouri and part of the culture of the pioneers, for our keypals. Last spring we made dream catchers, which are symbolic of some American Indian cultures. The keypals all have a shelf in their homes on which they proudly display these and other items we have sent them. Packages to Russia are always sent airmail and registered to ensure their arrival. We have considered having fund-raisers to pay for postage, and I have considered writing a grant for this project, but as yet I have not done so. Instead, I have paid for the materials and mailings myself.

- **Field Trips**: We took a field trip last year to see Yagov, a famous Russian comedian, and the Neva Dancers in Branson. We were given free tickets, and the children were able to go backstage and talk to Yagov. This year we went to Tchaikovsky's *Nutcracker Suite,* performed by the Springfield Ballet.

- **Chess and Checkers**: We played chess and checkers online at these sites: http://www.vinco.ru and www.zone.com. We prefer the Vinco site because it shows the conversation only with the person with whom you are playing chess and not with everyone in the room.

- **Private Chat Room**: We met in a private chat room established for this project by the computer teacher. A private chat room is a way the teacher can create a safe environment, since no one outside of the project may enter. To arrange a free private chat room for your students contact: http://www.beseen.com/chat/indes.html.

- **Videos:** We made videos introducing ourselves, our school, and the surrounding area to send to our keypals. In addition, I sent them a video of a lesson I taught. The Russians, in turn, sent us videos showing their school and celebrations on St. Patrick's Day and Halloween (in response to information we sent about Halloween). When the first video arrived from Russia, I discovered that they use the PAL video system instead of VHS. I learned, in fact, that only Japan and the United States use VHS format. I was pleased to discover that, since the Assembly of God Church has missionaries all over the world, their media center was capable of converting the Russian videotape to VHS for us.

- **NetMeeting**: NetMeeting can be downloaded free of charge from www.microsoft.com. On the common paintboard you can call up someone and have a NetMeeting, in which you can draw together, write together, etc.; in chat, you can establish your own chat room.

The keypals all have a shelf in their homes on which they proudly display . . . items we have sent them.

We had our first NetMeeting in December 1999, then again in April 2000 and May 2001. During the first NetMeeting, we learned many important things. For example, it is critical to carefully figure out the time difference when setting up a NetMeeting. My students started the NetMeeting early and went to the NetMeeting chat, but the Russian students were not there yet. Also, the computer teacher and I had tested the voice connections in our practice NetMeeting, but for some reason the first day we tried it with students, it did not work. We failed to tell the other teacher the students who were present and absent for the Netmeeting, which created some confusion. Confusion also resulted when the students playing chess and checkers changed partners because they did not always tell the other side that they were changing. Finally, we discovered we need to keep one computer free, on which the teachers can communicate during the meeting. In May 2001 we had a two-hour NetMeeting with our Russia keypals. The NetMeeting ended with a 20-minute phone call from the Russians on which each of the excited keypals was able to speak to one another over the telephone.

President's Day 2000 was also celebrated by the Russian students and was a smashing success.

- **Student Web Pages:** You can have your students and the keypals make their own Web pages using Netscape Composer, Front Page, or other programs. You will need to be aware that Web pages may work well in one browser and not in another. The Web pages my students made looked fine in Netscape but not in Internet Explorer. You can make your own Web pages by going to http://www.sofweb.vic.edu.au/internet/publish.htm. This site is great in helping with Web design. The Russian students' Web pages are accessible at http://www.chat.ru/~ilyin.

- **Holiday Celebrations:** In this activity, we celebrated the holidays of our keypals, which led to better cultural understanding. Since the Russians had never experienced Halloween, I sent them some packages with Halloween decorations, including a witch's costume, tapes with spooky sounds, books with ghost stories, and Halloween decorations. We also e-mailed numerous games and activities to the Russian students. Halloween was a big event for Moscow School 340 in October 2000! In December 1999, we sent the Russian students three ornaments and brainteasers we had made for the Christmas holiday. We also sent the award-winning book *Polar Express*, which their teacher read during class. In February 2000, we sent Valentines and a calendar with all of our students' pictures to Russia, and they sent us hearts they had made. President's Day 2000 was also celebrated by the Russian students and was a smashing success. I sent many games, decorations, and other activities to the computer teacher for this celebration. They learned about George Washington, Abraham Lincoln, and other presidents. One successful game they played was "To Tell the Truth," in which there were three George Washingtons and the students had to discover which one was real. The students played other games, made an American flag, and learned the Pledge of Allegiance. The computer teacher wrote to me, "We were Americans. It is your turn to be Russian," so on March 8, 2000, we celebrated Woman's Day. This is a holiday in Russia in which all women are honored. The boys in our keypal group secretly planned a celebration for the girls. They sent cards to the girls and

gave them boxes of chocolate. I ordered a cake which said, "Happy Woman's Day." The boys passed out cake to the girls and were allowed to eat cake with the girls' permission. The Russian students also made a Web page for the girls about Woman's Day.

- **Russian Classes:** Last year I began studying Russian and gave Russian lessons to five students during one of their recess times. Several of them wrote short sayings in Russian to their keypals. When we did voice recordings at my house, several of them said, "My name is _____" in Russian.

The Web site addresses provided in Table 1 are helpful resources for initiating a keypals project such as ours and for carrying out various related activities.

International Understanding

Keypals has been a project in international cooperation and understanding. It has not always been easy and has taken a great deal of effort on both ends. There have been numerous misunderstandings, plus a language barrier to overcome.

Keypals has been a project in international cooperation and understanding.

One of the first misunderstandings that the Russian computer teacher and I had was at the beginning of our project. This was when the Serb War was going on. I wrote to the Russian teacher and said, "I hope that you will not end up hating us." He said, "Jean, how can you say this? We have never hated you."

There was another time that the Russian students had a problem with one of my students. She had told them that her mother had a collection of 50 ceramic pigs in the house. The keypals in Russia thought that her mother had 50 *live* pigs running

Table 1. Web Site Resources

Purpose	Web Addresses
General Communications	http://www.classroom.com http://www.epals.com http://www.keypals.com http://www2.kalmar.se/bergavik/inteng.htm http://www.iecc.org/ http://tandem.uni-trier.de/Tandem/email/infen.html http://www.ling.lancs.ac.uk/staff/visitors/kenji/keypal.htm http://www.richmond.edu/~jpaulsen/café.html http://www.ks-connection.org/ http://www.kidlink.org/KIDPROJ http://web66.coled.umn.edu/schools.html http://www.kyoto-su.ac.jp/~trobb/keypals.html
Greeting Cards	www.bluemountain.com www.hallmark.com www.123greetings.com
Chess and Checkers	http://www.vinco.ru www.zone.com
Private Chat Room	http://www.beseen.com/chat/indes.html
NetMeeting	www.microsoft.com (download from this site)
Student Web Pages	http://www.sofweb.vic.edu.au/internet/publish.htm

around the house and did not want to continue to write to her because they thought that she was dirty. It took us a while to clear this up and to explain that the pigs were only *ceramic*.

When we first talked about Halloween, the Russians were unsure what to think of our holiday. I was asked, "What does your priest say about this holiday?" Now the Russian students say that it is their favorite holiday. The Russians also had difficulty understanding our celebration of Easter with the Easter bunny because their Easter focuses on the religious significance.

Future of the Project

The students who started this project in the middle of fourth grade are now in seventh grade. It grew more difficult for them to be keypals as they moved into higher grades because they had more homework and other activities. We continued with the sixth graders; however, and in the spring of 2001, I selected 10 more students to begin another Russian keypal project. We plan to continue many of the same things, such as NetMeetings, playing chess and checkers, and making and exchanging gifts. But there are also some new things we would like to include, such as student competitions, making student videos on various aspects of the home culture, making pamphlets and scrapbooks of our respective home cultures, making a cookbook of favorite recipes, and video-conferencing.

The project also is definitely going to continue for some time with the original group of keypals. Last spring some of them asked for addresses so that they could write to their keypals over the summer via snail mail. The new keypals are also excited and wished that the keypals in Russia all had access to computers during the summer. Most of them do not. They go to their country houses called *daschas* during the summer and work in family gardens.

In the summer of 2000, I had the chance to go to Russia and spend five weeks with the computer teacher and his wife. I found the Russian people to be warm and friendly and they opened their hearts and homes to me. I spent seven hours one day with a group of the keypals. My dream is to take some students to Russia one day or to arrange for one of our students to go to Russia and one of their students to come here to visit. Another dream that I have is to see that the Russian teacher gets to America one day to visit our school and keypals.

In the summer of 2001, I again returned to Russia for five weeks. I taught English in Siberia during this time. I also visited with the computer teacher and his wife and saw the keypals once again.

The Russian keypals are very much a part of my life and my students' lives.

The Russian keypals are very much a part of my life and my students' lives.

Author Contact Information

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Author's Note: This paper is dedicated to my dear friend, Vladimir Ilyin, who teaches computer classes at School 340, in Moscow, Russia. Without his help and patience, this article would not have been possible. It is largely due to Mr. Ilyin's efforts that this keypal project has been so successful. A photograph of Mr. Ilyin, his wife, and a Russian teacher at their Halloween celebration appears on NNELL's Web site: www.educ.iastate.edu/nnell.

Venn Diagram: Colors, Shapes, and More

Dawn Fogle Deaton
Whittier School, World Language
FLES Program
District 97
Oak Park, Illinois

Level: Any language in grades K–8

Targeted Standards:

Communication

1.1 Students will state the attributes of the objects they classify.

Connections

3.1 Students will use mathematical concepts as they count and graph.

Note: Also relevant to Illinois math standards.

Context:

This activity is very visual and tactile and can be adapted for the appropriate math or language learning levels. Also, reinforcing the Venn diagram concept through language learning increases student understanding and strengthens curriculum connections. Students should already know basic colors and shapes.

Objectives:

Using the target language, students will identify objects as "round," "blue," "both round and blue," or "neither round nor blue" and will properly categorize the objects by placing them correctly in or near Venn diagram hoops.

Materials:

1. Two Hula Hoops, preferably of different colors
2. A selection of objects that students can classify according to the attributes of shape and color.

   Examples of objects are:

   - Art supplies such as chalk, crayons, construction paper
   - Small toys of various colors
   - Pan and jar lids
   - Play Dough
   - Clothing such as bandannas, T-shirts, and socks (always a hit!)

   More advanced children can use 3-dimensional shapes such as spheres, balls, cylinders, cubes, etc.
3. Objects placed in a surprise bag or box so that students will not be able to see what they will be choosing. Objects such as Play Dough or chalk may be placed in a small plastic bag first.

Procedure:

1. Have children sit in a circle so that all can see and participate.
2. Place Hula Hoops next to one another on the floor in the

middle of the circle. (You may wish to overlap them in the traditional Venn diagram or you might also wait until students figure out that the two hoops must overlap.)

3. Orally identify one hoop for round objects and one for blue objects, as you demonstrate what to do: Choose an item from the bag, identify the attribute by saying, for example, "It is blue," and then place the item in the correct hoop.
4. Proceed around the circle, giving each child a turn, one at a time. Have each child choose an article, identify the attribute(s), and place the article in the proper hoop. If the object is neither round nor blue, have the child place the object outside the hoops. Encourage children to self-correct by seeing if their item matches others in the hoop, or have the class participate in checking by asking in the target language if the placement is correct.

Extension:

1. Have students count the number of items in each hoop and compare them mathematically. Ask questions such as these: How many blue things? How many circles? How many more of one than the other? How many less/fewer? How many with both attributes? How many with neither?
2. Graph and compare results of the objects in the two hoops.
3. Help students determine answers to the following: What fraction of the whole were blue items? Circles? What percentage? What ratio?

Assessment:

During the activity, note on a checklist students' ability to identify the attributes "blue" and "round" and correctly categorize the objects.

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NNELL Summer Institutes

Special NNELL thanks to Mari Haas, program chair, Mimi Met, NNELL liaison with California, and Dr. Duarte Silva, executive director of California Foreign Language Project, for their hard work leading to the success of the NNELL Santa Barbara institute (see report on pages 18-19 in this issue).

Plans for the 2003 NNELL Summer Institute are under way. If you have ideas or suggestions for activities, location, or dates, please contact Martie Semmer, P.O. Box 139, Breckenridge, CO 80424; 970-453-2078; E-mail: semmer@colorado.net.

NNELL Election Results

NNELL is happy to announce that Lori Langer de Ramirez has been elected second vice-president for a three-year term, and Terry Sullivan Caccavale has been elected secretary for a two-year term.

Lori Langer de Ramirez began her career teaching Spanish to fifth through twelfth graders at a private school in Brooklyn, New York, where she later served as coordinator of the FLES and Middle School programs. During that time, she pursued a master's degree in applied linguistics from Queens College and a doctorate in curriculum and teaching at Teachers College, Columbia University.

She currently teaches at Herricks Public Schools, where she has taught French and Spanish and now chairs the Second Language Department. She also teaches a graduate course at Teachers College, Columbia University, entitled "Teaching and Learning in the Multicultural Classroom."

Author of two Spanish-language books, *Cuéntame—Folklore y fábulas* (a folktale-based reader with activities) and *Mi abuela ya no está—Un cuento mexicano del Día de los Muertos* (a picturebook about the Day of the Dead), Lori has also written several articles about the use of folktales in language teaching. Her most recent work involved the development of an interactive Web site (www.miscositas.com) that offers teachers over 40 virtual picture-books, pages of realia, links, and other curricular materials for teaching ESL, French, and Spanish.

A workshop presenter at conferences such as New York State Association of Foreign Language Teachers (NYSAFLT), American Association of Teachers of Spanish and Portuguese (AATSP), and American Council on the Teaching of Foreign Language (ACTFL), Lori has received several Natuional Endow-ment for the Humanities grants (to study in and develop lessons about Mexico, Colombia, and Senegal), an AATSP fellowship for graduate study, a grant from the Coun-cil for Basic Education, and a Fulbright Award. Her areas of interest include folktales in the language classroom and technology in language teaching.

Terry Sullivan Caccavale began the French Immersion Program in the Holliston (Massachusetts) Public Schools in the fall of 1979, prior to which time she taught elementary school in Shrewsbury, Vermont. She has served as the Immersion Coordinator for over twenty years and has also served as K–12 Foreign Language Coordinator of the Holliston Public Schools since the fall of 1995. Under her direction, the district has implemented a Spanish FLES program for all students not enrolled in Immersion, thereby creating a system in which all K–10 students are enrolled in foreign language education.

She is a member of American Association of Teachers of French (AATF) and ACTFL and serves on the Board of Directors of the Massachusetts For-eign Language Association (MaFLA). In addition to presenting at various state and national conferences, including MaFLA, AATF, ACTFL, New England League of Middle Schools, and the Association for Supervision and Curricu-lum Development, Terry is a regular presenter at regional professional devel-opment workshops. Terry served on the Foreign Language Assessment Development and Framework Review Committees through the Massachusetts Department of Education. She has recently been named *Chevelier dans l'Ordre des Palmes Academiques* by the French Ministry of Education.

A Report from NNELL's 2001 Summer Institute in Santa Barbara

Terry Caccavale
NNELL Secretary

The NNELL Summer Institute held on July 27–29, 2001, at the University of California Santa Barbara was a combined effort of NNELL, the California Foreign Language Project (CFLP), under the direction of Duarte Silva, and the California Language Teachers Association (CLTA), under the direction of new Executive Director Lorraine D'Ambruoso. This institute was a direct offshoot of the dialogue that took place at the NNELL 1999 Summer Institute in Hartford, Connecticut. NNELL participants, who met during the weekend prior to the formal week-long CFLP/CLTA institute, were joined by some of their California colleagues who attended both institutes. This teacher-to-teacher exchange proved to be an invaluable part of the institute.

On Friday afternoon NNELL President Kathleen Riordan welcomed all seminar participants and introduced her colleagues. Duarte Silva (CFLP) then described the political and educational climates influencing the future of elementary foreign language instruction in California and pointed out the narrow definition of *literacy* currently being embraced by state education and political officials. Lorraine D'Ambruoso (CLTA) noted that one of the goals of the former California Foreign Language Teachers' Association has been to take the word *foreign* out of language learning, and that this organization is now called the California Language Teachers Association. These steps are small but universally symbolic for the profession and the public.

. . . Met addressed the need for all in the foreign language profession to keep at their fingertips current information regarding the profession.

Keynote Address

In her keynote remarks, "Good News of the Profession," Myriam Met, a past president of NNELL, highlighted the following progress in foreign language learning in the nation:

- Increased K–12 enrollment
- More programs and longer-lived programs in the elementary grades
- Advancements in the use of technology to extend foreign language instruction to all students
- Adoption of National Standards for Foreign Language Education, as well as K–12 ACTFL Guidelines for Foreign Language Instruction
- Increased public and government interest in foreign language education.

Citing ways to "keep the good news good," Met went on to delineate the job ahead:

1. Maintaining program quality as programs expand
2. Addressing the real and legitimate constraints of time, money, program longevity, and articulation to middle and high school levels
3. Addressing issues of equity and access to language learning in both elementary and secondary schools.

In conclusion, Met addressed the need for all in the foreign language profession to keep at their fingertips current information regarding the profession. While acknowledging demands on teachers in the areas of time, energy, multiple preparations, and general professional develop-

ment, she noted that all must share the responsibility for keeping abreast of what is considered to be the most current research in the field of foreign languages.

Workshop Selections

Leaders in early language learning offered these workshops to participants:

- Mini Thematic Units Based on Poetry in Spanish—Mari Haas
- A Focus on Culture: Perspectives, Practices, and Products—Myriam Met and Myriam Chapman
- National Board Certification for World Languages Other Than English—Martie Semmer
- Brain Research and Its Implications for Second Language Learning—Janet Glass
- Questions and Answers with the Experts: The Best of Learning Languages—All
- The Globe Project (Math/Science/FL Integration on Internet)—Teresa Kennedy
- Fourth Grade Beginning Spanish: Results of a Year-Long Action Research Study—Michele Montas
- *La dame a la licorne*: A Walk through the Garden of the Senses—Myriam Chapman.

The dialogues—both formal and informal—that took place over the course of this weekend retreat were numerous and enlightening.

Other Highlights

On Saturday evening, NNELL participants were invited to attend the orientation and keynote address of the CFLP/CLTA Summer Institute, at which time Duarte Silva summarized notes from the previous year's work with the New Visions Project (www.educ.iastate.edu/newvisions) and discussed the choice of theme for this year's institute, "Architecture of the Profession: New Visions for Accomplished Teachers." California participants were introduced to the "Five Core Propositions for Accomplished Teachers," which are the benchmarks of National Board Certification. Following this general session, all NNELL participants were invited to meet with the entire California delegation at a welcome reception.

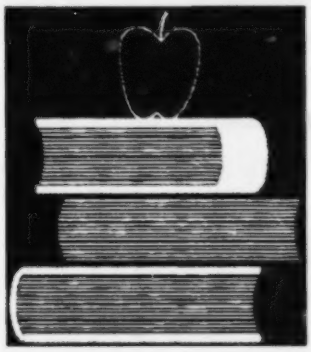
Sunday morning's closing session was dedicated to the theme of advocacy, led by Kay Hewitt Hoag, NNELL Advocacy Co-Chair. In her inimitable fashion, Hoag described several of her "best attempts" at being an advocate for foreign language instruction for all students in her own school district and throughout the state of North Carolina. (NNELL Advocacy Packets, which contain many different articles relating to elementary school foreign language instruction, are available for $15 from Hoag; see her address on the inside back cover of this issue.)

Next, Janet Glass, New England Regional Rep to NNELL, reported on the New Jersey GAINS (Gaining Advances in National Standards) project. This jointly funded video presentation takes the viewer through the five C's of the National Student Standards and provides examples of student learning in each area.

The dialogues . . . that took place over the course of this weekend retreat were numerous and enlightening.

Thank You

NNELL thanks all of the teachers who took time from their busy summer schedules to share in the rich dialogue on teaching foreign languages to young students at the 2001 NNELL Summer Institute.



Classroom Resources

French

Série Découverte. (1994) *Drôles de pays, Les saisons, Les animaux étonnants.* Canada: Héritage Jeunesse.

Available from Sosnowski Associates, 58 Sears Rd., Wayland, MA 01778; 508-358-7287.

These packets of nine cardboard cards each contain questions and answers on topics of interest to the older elementary learner. There are question cards and answer cards in each packet. The objective is to answer each question correctly. Each packet is geared toward a different age level, from four- to ten-year-olds.

The language in some questions is challenging, but the illustrations allow older children to make intelligent guesses using their prior knowledge. These cards are useful in a variety of ways: for students to work in pairs or groups; for devising classroom games, or for the more enterprising students to have supplementary individual activities.

Spanish

Easy and Intermediate Spanish Readers. Desoto, TX: McGraw Hill Publications.

Available from SRA/McGraw Hill Order Services, 220 E. Danieldale Rd., Desoto, TX 75115; 800-843-8855; Fax: 972-228-1982. Package of five similar books for $19.95.

SRA/McGraw Hill (formerly National Textbook Company), publishes easy and intermediate readers in Spanish. One set of easy readers is a series of concept books with stories about Los Zoomies. These colorful balloonlike characters teach numbers, colors, names of popular sports, opposites, clothing, professions, feelings, and transportation. Each story tells a Zoomie adventure in very simple language. The easy readers also include storybooks such as *El rabo del gato, El conejo y el coyote, El agua y tú,* and *Mi sombrero.*

The storyline in *Mi sombrero* shows a little girl with a top hat. On each page she pulls a different colored ribbon out of the hat until the last page, when—surprise—a rabbit emerges! The clear, engaging illustrations make these books comprehensible for young students of Spanish. The books often contain information about content from the elementary school curriculum. Intermediate readers have more text that is still repetitive and predictable. Some of the books, such as *El amigo nuevo, El vuelo de los colibríes,* and *Había una vez* (an anthology of *La gallinita roja, Los tres osos, and El muchacho y el burro*) come with audiocassettes.

Authors include Viví Escrivá and Alma Flor Ada. Other stories in this level include *El reloj y yo, No tengo guajolotes en mi casa,* and *Amanece un nuevo día.* This last story uses rhyming narration to describe Doña María's day on the farm *(El pollito dice: ¡Pío, pío, pío! El sol me quita el frío. La gallina dice: Cló, cló, cló! Qué bueno que ya amaneció).*

Request the catalog to see prices and the range of books available, including books for the advanced level.

Lozano, P. (2000). *Music That Teaches Spanish!; More Music That Teaches Spanish!; Spanish Grammar*

Swings! Houston, TX: Dolo Publications.

Available from Dolo Publications, Inc., 12800 Briar Forest Drive #23, Houston, TX 77077; 218-493-4552; Fax: 218-679-9092; E-mail: dolo@wt.net or plozano@swbell.net; Web site: www.dololanguages.com. For each selection, cost is $31.95 for compact disc and teacher's guide or $29.95 for audiocassette tape and teacher's guide.

Music That Teaches Spanish! and the sequel, *More Music That Teaches Spanish!*, include many songs that incorporate basic vocabulary and phrases. Beginning with the songs, *Buenos días* and *¿Cómo te llamas?*, the former includes a fun alphabet song *(ABC de colibrí)* and a counting song *(Quince galletas, ¿Adónde vas? Si tú comes una, hay catorce más).* A tick-tock song asks, *"¿Qué haces tú? ¿Qué hora es? En español—¡no en inglés! Dime ahora—no después; ¿Qué haces tú? ¿Qué hora es?"* and answers, *"Son las siete, Me levanto de la cama. Lavo la cara y me quito el pijama."* Another song describes *"siete iguanas que viven en las montañas,"* and the fates of *la más grande, la mediana, la más pequeña, la más gorda, la más delgada, la más bonita,y la más fea.* A visit to *El rancho de Pancho* will reinforce animals and the opposites *siempre* and *nunca.*

When your students are in need of movement, *Derecha, izquierda y alrededor* is the perfect remedy as the students stretch, touch the earth and the sun, walk forward and back, and cross their legs. And when the class is ready to do something new, take them traveling with the song, *Yo prefiero México.* The students learn about the weather in some countries of the world and typical food in others.

Geared toward elementary and middle school students, the songs, original lyrics, and tunes are varied and fun. Each CD or audiocassette is accompanied by a teacher's guide, with the lyrics and reproducible pages of activities to accompany the songs. Ms. Lozano offers similar publications for English, French, and German classes.

For more advanced students check out, "Spanish Grammar Swings." Not only do these songs teach grammar interactively, but each tune is a different musical style including, bolero, ballad, calypso, blues, swing, 50s rock 'n roll, and Broadway. Grammar concepts from definite articles to verb conjugations and tenses with adjectives and prepositions in between are incorporated in echo songs, partner songs, cumulative songs, and role-play songs. The songs actually make learning grammar fun. When it's taught through a song, it is never forgotten.

Note: Led by author and artist Patti Lozano, attendees of the FLES Swapshop at the 2001 ACTFL conference in Washington D.C., had the opportunity to become familiar with a potpourri of these engaging songs.

German

Pfister, M. (2001). *Der kleine Dino.* Gossau Zürich: Nord-Süd Verlag.

Available from Books without Borders, 13509 NE 93rd St., Redmond, WA 98052; 888-840-2962; Fax: 425-828-7790; Web site: www.bookswithout borders.com. Cost is $18.95.

Marcus Pfister, a Swiss citizen, is an internationally renowned children's author and artist. Although most of his books are available in English, children studying German will enjoy the German editions. Pfister's writing style is rich in vocabulary, although at times complex. Comprehension by young language learners can best be achieved by simplifying his writing.

In this story, the Maiasauras, fantasy dinosaurs, are excited about

the birth of their baby girl Maia and her brother Dino. However, Dino is no ordinary baby. He is special, born with glittering spines along his back. Maia and Dino grow up fast and become inseparable friends.

The Maiasauras lived in caves in a land that was fertile and fruitful, and they gathered water from a nearby spring. Life for the dinosaurs was comfortable until the mean Dragonsuras appeared. But Maia and Dino have a secret plan to regain their land and spring and conquer the vicious Dragonsuras. With the help of Dino's dazzling spine, they succeed.

Dinosaurs have fascinated children of all ages. *Der kleine Dino* will be enjoyed by kindergarten, first and second graders, and may even inspire them to research actual dinosaurs.

Sociedad Hispánica de Amistad for Elementary and Middle School Students

The Sociedad Hispánica de Amistad (SHA) was developed for elementary and middle school students whose teachers are members of the American Association of Teachers of Spanish and Portuguese (AATSP), the parent organization. Because program styles for Spanish in elementary and middle schools are so numerous, SHA is designed to be flexible and curriculum friendly. Schools may elect to have either regular members, honor members, or both. Elementary and middle schools that offer exploratory programs usually have regular members. Middle schools that offer Spanish I and above have honor members, since this membership requires that the chapter establish minimum grade requirements. Some middle schools offer both types of memberships, with the honor membership for their most outstanding students. Both regular and honor members are required to participate in projects, which are divided into three categories. Examples of the three project categories are:

1. Ambassadorship (Focuses on using the language to share with others.)
   - Be a pen pal with a student in a Spanish-speaking country or an SHA member in another chapter.
   - Tutor other students.
2. Service to School
   - Sponsor a foreign language week of activities for your school—poster contests, special foods and music, etc.
   - Prepare and serve a Hispanic meal for teachers in your school.
3. Service to Community
   - Make holiday ornaments with Hispanic themes—donate them to a retirement home, community center, etc.
   - Incorporate Hispanic music and dance into a school program for parents and community members.

To establish a chapter, the teacher completes a one-page application and pays a $25 charter fee. The teacher will receive an SHA notebook containing the rules for operation, constitution, suggestions for projects, text for induction ceremonies, and a charter for framing and display. When students are ready to be inducted, a $5 per-member fee for registration, postage, and handling is required for each student.

For More Information

Contact Pamela Wink, National Director; 1007 Bitterswett Lane; Frankfort, KY 40601; Telephone and Fax: 502-875-1989; E-mail: shamistak@ aol.com.

Calendar

Spring 2002 Conferences

March 7–9, 2002
Southwest Conference on Language Teaching, Oklahoma City, OK. Audrey Cournia, Executive Director, 1348 Coachman Dr., Sparks, NV 89434; 775-358-6943; Fax: 775-358-1605; E-mail: CourniaAudrey@cs.com; www.learnalanguage.org/swcolt

March 14–16, 2002
Southern Conference on Language Teaching, Baton Rouge, Louisiana. Lynne McClendon, SCOLT Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; Fax: 770-992-3464; E-mail: lynnemcc@mindspring.com.

March 21–23, 2002
Central States Conference on the Teaching of Foreign Languages, Kansas City, MO. Diane Ging, Executive Director, CSC, P.O. Box 21531, Columbus, OH 43221-0531; 614-529-0109; Fax: 614-529-0321; E-mail: dging@iwayne.net.

April 18–21, 2002
Northeast Conference on the Teaching of Foreign Languages, New York, NY. Rebecca Kline, Northeast Conference at Dickinson College, P.O. Box 1773, Carlisle, PA 17013-28996; E-mail: nectfl@dickinson.edu.

Summer 2002 Workshops and Institutes

June 27–July 3, 2002
Action Research in Foreign Language Education. Iowa State University, Ames, IA. Dr. Richard Donato, Leader. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 8–18, 2002
K–8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation. Iowa State University, Ames, IA. Helena Curtain and Carol Ann Pesola Dahlberg, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18–20, 2002
Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes. Milwaukee, WI. The National K–12 Foreign Language Resource Center, Iowa State University; The Stone Center for Latin American Studies, Tulane University, New Orleans; and The Center for Latin American and Caribbean Studies, University of Wisconsin–Milwaukee, Sponsors. University of Wisconsin–Milwaukee, Center for Latin American and Caribbean Studies, Attn: Latin America in the Classroom Summer Institute, P.O. Box 413, Milwaukee, WI, 53201; 414-229-5986; Fax: 414-229-2879; jkline@uwm.edu.

August 9–17, 2002
Integrating Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Karen Willetts, Cindy Kendall, and Carine Feyten, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL

An organization for educators involved in teaching foreign languages to children.

MISSION: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

ANNUAL MEETING: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

OFFICERS: Elected by members through a mail ballot election held annually in the spring.

MEMBER OF: JNCL-NCLIS (Joint National Committee for Languages-National Council on the Teaching of Foreign Languages and International Studies).

FOR MORE INFORMATION: Visit the NNELL Web site at: www.educ.iastate.edu/nnell or E-mail nnell@cal.org

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Learning Languages: The Journal of the National Network for Early Language Learning is published in the Spring, Fall and Winter as the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside back cover for more information on NNELL.

Articles Published: Both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the Editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Web site (www.educ.iastate.edu/nnell).

Submissions: Deadlines are: Fall issue—May 1; Winter issue—Nov. 1; Spring issue—Feb. 1. Articles, classroom activities, and materials may be submitted to the appropriate Contributing Editor. Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the Editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available). Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, context, objectives, targeted standards, materials, procedure, and assessment. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities Editor.

Learning Languages

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Notes from the President

Communication, Advocacy, Cooperation, Collaboration, Connections, Dissemination, Links—I am sure each of us recognizes these words as representing some of NNELL's strengths and also *raison d' être*. Not too long ago, I reread the long-range planning document written by the NNELL board in 1998. During this long-range-planning exercise, NNELL members were asked to identify some of their accomplishments and to characterize their work. These are the very key words they used. Sometimes we forget or lose sight of the fact that a *network* is really what we are all about: "a group of people who work together to promote common goals." With this mission comes the responsibility of connecting, linking, and communicating effectively with every link of the network. Of course, we don't need to be reminded that we are only as strong as our weakest link, no pun intended.

On April 19, the board had a special issues meeting in New York City, and I am very pleased to report that the energy and passion of NNELL is alive and well. We spent a good part of the day talking about and focusing on strategies to strengthen our network and to improve our communication system with each of you. We acknowledged, emphatically I might add, that the heart of NNELL's success is at the grass-roots level and that it is critical for us to periodically revisit and assess how well we are fulfilling our mission.

We also developed an action plan for immediate implementation, as well as some goals for the future. Specifically, we chose two targets to pursue immediately: 1) revitalizing our relationships with the state and regional representatives, and 2) launching a dynamic, crisp Web site filled with up-to-date information and resources.

Lori Langer de Ramirez, our Second Vice-President, has taken the initiative to reenergize our connections with our regional and state representatives, who in turn will be a resource for each person committed to early language learning in their area. We need to stay connected and reinforce our visibility!

Our new Web site is under construction, and the board was really excited at the new possibilities offered to our membership in the areas of advocacy, resources, and information. We hope to streamline several of our activities and to provide better service to the entire network. I will keep you posted on our technological developments. We hope to be able to unveil the new site in Salt Lake City! Be on the lookout for more updates.

Charles Schwahn, a national leader and consultant on organizational leadership issues, engaged the board in an interesting conversation while we were in New York City. He gave us some excellent advice and challenged some of our practices. He asked us, for example, who our audience and constituents truly are. He pointed to the fact that parents are a very strong voice in support of Early Language Learning and that it would behoove us to include them more directly in our efforts. We will be thinking about his recommendations more and will explore possibilities when we meet again.

There is one last piece of good

news that I would like to share with you. Senator Paul Simon, the famous senator who has always strongly supported Early Language Learning and who wrote *The Tongue-Tied American,* organized a symposium on foreign language in elementary schools. It was held in March in Carbondale, Illinois. You will be pleased to hear that one of our former presidents, Mimi Met, was a keynote speaker with Richard Brecht, from the National Foreign Language Center, and that Marcia Rosenbusch, Virginia Gramer, and I were invited to be on a panel of experts on the topic. NNELL was well represented and also participated actively the next day in drafting recommendations (see pp. 23–25) in support of elementary school foreign languages. As Richard Brecht indicated, September 11 opened our eyes, and we now have a citizenry who better understands cultural differences and knows the importance of learning languages. It is our role to help inform our national leaders and shape the future of our children.

I'll talk with you again soon. I hope you have had a great Spring!

Carine Feyten
University of South Florida
4202 E. Fowler Ave., EDU 162
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Senator Paul Simon introduces the members of the invited panel at the "Symposium on Foreign Language in the Elementary Schools," held March 3, 2002, at the Public Policy Institute, Southern Illinois University at Carbondale.

Promoting a Language-Proficient Society: What You Can Do

Kathleen M. Marcos and
Joy Kreeft Peyton
ERIC Clearinghouse on Languages and Linguistics

Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not.

Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learner, research has found a positive link between second-language proficiency and cognitive and academic ability. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991). Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence (Caldas & Boudreaux, 1999; Hakuta, 1986; Thomas, Collier, & Abbott, 1993). A multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and national security interests, and promotes tolerance and intercultural awareness.

Although the opportunities that are available for learning languages may vary depending on where one lives in the United States, there are many things we can do to encourage the study of languages at home, in the classroom, and in our communities, whether we're in a small town or a major metropolitan area. This article suggests specific ways that parents, teachers, school administrators, policymakers, and members of the business community can foster the learning of languages among children and adults.

What Can Parents Do?

- Expose your children to people from varied language and cultural backgrounds.
- Participate in events where language and cultural diversity are celebrated.
- If you speak a language other than English, use it with your children.
- Speak positively to your children about the value of learning another language.
- Provide videos, music, and books in other languages.
- Send your children to summer language camps. For older children, consider programs in which they can study languages abroad.
- Explore having an exchange student from another country in your home.
- Investigate opportunities for formal language study for your children, beginning as early as preschool and extending through their high school years.
- Reinforce existing language programs by expressing support for them to local, state, and national representatives.
- If your child is participating in a language program, talk to the teacher about what you can do at home to reinforce the learning that takes place in the classroom.

- If your child's school does not have a foreign language program, talk with other parents, PTA members, and the principal about getting one started.

What Can Teachers Do?

- Find out which languages are spoken by school staff, by students, and in the community at large. Speak with parents and administrators about options for using community resources to promote language and cultural awareness among students.
- Use resources from school and local libraries and from the Internet to enhance foreign language lessons.
- Set up an in-class lending library with foreign language books, magazines, and videotapes for students and parents to use.
- Align your foreign language curriculum with the national standards for foreign language learning.
- Plan activities that encourage students to develop an awareness and appreciation of the linguistic and cultural diversity represented in your classroom.
- Give your students opportunities to use their languages outside your classroom (for example, within your school, at other schools, or at community events or agencies).
- Encourage parents who speak a language other than English to use it with their children.
- Talk to parents about activities and study habits that can improve their children's language learning.
- Invite community members who use languages other than English in their careers to discuss career opportunities with middle and high school students.
- Collaborate with other foreign language, bilingual, and English as a second language teachers to share resources and work together toward common goals.
- Pursue professional development activities (attend conferences, read journals and newsletters, take courses and seminars) to keep up to date on language-learning research and on new approaches to language teaching.
- Travel abroad to expand or update your knowledge of the language and culture.
- Keep up with advances in language-learning technology and adopt new and stimulating approaches to teaching languages, such as promoting videoconferencing experiences and international "keypal" (penpal) projects on the Internet.

What Can School Administrators Do?

If a language program does not currently exist in your school or district, you can start by taking these steps:

- Develop a rationale for establishing a program by reading professional literature on the importance of second-language learning and the cognitive benefits of developing second-language proficiency.
- Work with district administrators or the school board to establish a steering committee made up of parents, foreign language and other teachers, district administrators at all levels, and business and community members to investigate the feasibility of establishing a program in your school or district.
- Learn about the different types of language programs to determine the most appropriate program for your school or district.
- Take inventory of existing resources (staff and materials) to determine the type and size of program your school or district can realistically support.
- Generate community support at PTA meetings and teacher conferences. Hold districtwide planning meetings and invite community leaders, business representatives, language and other teachers, and administrators. Ensure ongoing communication among all groups that have a stake in the establishment and maintenance of language programs through regular meetings and updates.

If your school or district already has a language program, you can take

the following steps to enhance the program:

- Ensure that all students have the opportunity to study languages.
- Hire trained teachers who are skilled in the languages they teach.
- Provide resources and professional development opportunities for language teachers.
- Promote and provide opportunities for collaboration among all teachers involved in second-language education. For example, establish a committee for second-language teachers.
- Purchase language materials for the school library.
- Promote and support the use of new technologies to enhance language learning.
- Devote sufficient instructional time to languages other than English to enable students to achieve proficiency. This should be a minimum of 75 minutes per week, preferably at least three to five times per week for 45 to 60 minutes each. At the middle and high school levels, language classes should meet for as long as any other academic class meets, e.g., math and science classes.
- Promote articulation of language classes (the logical sequencing of courses in the curriculum to avoid unnecessary repetition) at the elementary, middle, and high school levels.
- For middle and high schools, hold career days to provide information about jobs that require skills in more than one language.
- Use student and community resources to strengthen the program (for example, through tutoring, international fairs, cross-cultural exchanges, and guest speakers).

What Can Policymakers Do?

- Budget adequate financial resources to establish and improve second-language programs in your school, district, or state.
- Support and fund professional development programs for second-language teachers.
- Support and fund curriculum development projects carried out by second-language teachers.
- Establish policies that promote the study of second languages at all levels by all students.
- Support research on the effectiveness of various models and practices for second-language programs.
- Support the establishment of standards for and assessment of student and teacher performance at local, state, and national levels.
- Support policies that respect the diversity of students in your community or state.

What Can the Business Community Do?

- Make policymakers aware of the need for workers to be proficient in more than one language.
- Send company representatives to school career days to talk to students about the important role that languages other than English play in the workplace.
- Talk with teachers and administrators about how they can help prepare students to work in an increasingly global economy.
- Establish partnerships with schools, other businesses, and communities to support activities such as student internships, tutoring, and mentoring.
- Ensure that jobs requiring language skills are filled by applicants who are truly proficient in the languages needed.
- Provide employees with opportunities to maintain and improve their language skills.
- Provide appropriate cultural training for employees who work in culturally diverse environments.
- Establish partnerships with school districts to provide financial support for starting or maintaining language programs.

Where Can I Get More Information?

- Many of the ideas listed here are from *Languages and Children: Making the Match*, by Helena Curtain and Carol Ann Pesola

(Longman, 1994), and "Elementary School Foreign Language: The Establishment and Maintenance of Strong Programs," by Marcia H. Rosenbusch (*Foreign Language Annals, 24,* 297–314, Sept. 1991).

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- Center for Applied Linguistics, 4646 40th Street N.W., Washington, DC 20016-1859; phone 202-362-0700; www.cal.org; e-mail info@cal.org
- National Network for Early Language Learning, Attn: Nancy Rhodes, Executive Secretary, Center for Applied Linguistics, 4646 40th Street N.W., Washington, DC 20016-1859; phone 202-362-0700 ext 257; www.educ.iastate.edu/nnell
- An on-line directory of resources for foreign language programs, a collaboration of the National Clearinghouse for Bilingual Education and the ERIC Clearinghouse on Languages and Linguistics, is available. Visit www.cal.org/ericcll/directories for more information.

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Learning Languages Delayed

We want you to know that we are in the process of making important changes in *Learning Languages* this year. Since these changes could not be completed before the winter issue, both the winter and spring issues will come to you later than normal this year. Our sincere apologies! Your spring issue, which will arrive in the summer, will provide more information about these changes.

Journal Reflections of a First-Year Teacher

Sarah Pope
Spanish Teacher, Grades 1–3
Richmond Elementary School
Appleton, Wisconsin

January 17, 2002

Today is the end of the second quarter and the end of the first semester. I have survived my first half of the year being a FLES teacher! Were there many challenges? Yes. Many rewards? Yes.

This is my sixth year of teaching. I am 37 years old, and I left the business world to pursue a career in teaching. I have a minor in Spanish and a teaching certificate for grades 1–8. I did not take Spanish in high school because I did not like the teacher. Hosting foreign exchange students from Mexico sparked my interest in Spanish. I decided to minor in the language because I also have an interest in Hispanic and Latin American cultures. In my previous teaching position I taught a variety of subjects to eighth graders, including language arts, reading, social studies, and exploratory Spanish. I accepted this position at Richmond for a variety of reasons: I was interested in the challenge, I wanted experience in an elementary school, and Richmond is much closer to my home. I had previously taught elementary Spanish for one month during a summer school program. That experience showed me the truth of what I had learned in my methods courses—the lower in age we go for teaching languages, the better. I am not sure who learned more that summer, those students or me!

. . . the lower in age we go for teaching languages, the better.

In the beginning the adjustments to my current position were almost overwhelming. I was a confident, successful teacher, but as I began teaching those first few weeks I found myself coping with so many challenges! The foremost was holding to my belief that good teachers continually work to get to know their students and their needs. As a "specials" teacher, this was difficult because I only saw my 101 students for 30 minutes a day and I could only speak to them in Spanish. I was learning my students' Spanish names, but in the beginning it was almost impossible to discuss the students with the classroom teachers because they did not know the students' Spanish names. I resolved this by taking pictures of the students wearing their Spanish nametags; I then spent time learning their names and faces as quickly as I could. When I wanted to talk to a classroom teacher about a student, I could show the teacher the picture of that student, thus, names were no longer a problem.

My other early challenge was organizing—my cart, my lessons, my office, my planning. I teach on the other side of the building from my office so if I begin a lesson and realize I have forgotten something, that is the end of the lesson—or else I have to be pretty creative in coming up with an alternative!

I teach first and second grades in the corner of the Multi-purpose Room,

which was the building's former gym. I have come to realize the truth in the statement that there are advantages and disadvantages to just about every situation. While this room is a big space, which I can use for various activities, the children also love to run whenever possible. Their attention drifts up to the ceiling, as melodies from the music room next door float in, various people go in and out, and when at about 10:30 aromas from the lunchroom waft over us. Can we cope? Sure.

When I began, I was most apprehensive about the first graders because I was an eighth-grade teacher. I worried about how much I could really expect the first graders to do. About six weeks into the school year, while driving home on a Friday afternoon, I realized that it had been a good week. The students were starting to understand me. They were listening and responding much better. We still had a ways to go, but I felt the most hopeful I had so far. Then I had to smile when I realized that my first graders were doing the best! Yes, I began to realize that even though the other grades had had Spanish previously, I was "it" for my first graders. They had accepted all my routines, directions, and instructions like sponges, without any preconceived ideas, and they were soaking up everything the quickest of all my students!

The third graders frustrated me at first. They spoke very little Spanish and would frequently answer in English. I tried stickers and praise for when they spoke Spanish, but they focused on the stickers and the language learning was lost. I kept holding to my expectations: I called myself *"la policia de español"* and tried to use humor to get them to respond in Spanish. Now it is getting better—they can do so much more now than in the beginning. Having them produce more language is my goal, and to achieve it I know I need to create a learning environment in which they are comfortable. The third-grade teachers are great supporters of my teaching and participate in the Spanish lessons. We create a comfortable environment together, even though space is limited.

I have a great job and I keep reminding myself of what an even better job this will be next year when I already know the students and the curriculum, and when I will be able to reuse and tweak lessons I have used this year. I enjoy the opportunity to use my creativity with this position; however, I constantly feel challenged to be creative. I like things to flow, without pressure. Last week I wrote in my journal, "I feel like I'm only as good as my next good idea. Professional athletes must feel like this. Only as good as the next great thing you produce."

This is a lonely position. I had been a middle school teacher, teaching on a team. I realize that with this job I have given up the camaraderie of being a classroom teacher. Now, as a specialist, I realize that everyone may see you every day, but you may not have a decent conversation with anyone. You could live this way for weeks! But, as busy as I am, I try not to let this happen.

I have also been learning to adjust to the differences of elementary students emotionally. Adolescents respond to good lessons with their own energy, which in turn would feed my energy—it was like being caught in a flowing circle, which I found delightful. Elementary children are more responsive to the persona of their teacher, such as whether or not you look pretty in the clothes you are wearing on any given day. Finding joy in watching them learn is more difficult when you participate in only 30 minutes of their life each day, but it happens—it just takes more time. I am finding it, and I know I will be able to see it grow for years to come. The classroom teachers will not experience the students' growth over time in the same way.

I focus on the positives. I like the fact that I can conduct an entire

Having them produce more language is my goal, and to achieve it I know I need to create a learning environment in which they are comfortable.

physical education lesson in Spanish, which causes the older students to walk by with amazement on their faces. The mother of one of my first-grade students stopped me in the hall in December and said that her daughter's favorite part of the day is Spanish. Even though they are going to move, she is going to drive her daughter across town to attend Richmond because they like the school and the fact that she is receiving Spanish instruction. That was so nice to hear! My parents are very supportive. I know we have a long way to go, but the trip is very exciting!

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NNELL Leaders Receive Awards

NNELL is happy to announce that two current Executive Board members and one past president received awards at the ACTFL 2001 Award Ceremony held in Washington, D.C. at the annual meeting of the American Council on the Teaching of Foreign Languages. (Please see photo on page 19.)

Mari Haas, Past President of NNELL, received the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. The Nelson Brooks Award recognizes the contributions of a "preeminent author and teacher whose work and writings have changed the course of our profession." Colleagues noted that, "Mari has inspired teachers nationwide to adopt effective ways of teaching culture in their classrooms" and "She acts on the conviction that elementary school teachers deserve the same respect for their intelligence and scholarly interests as high school teachers."

Marcia Rosenbusch, Founder and Editor of *Learning Languages,* received the ACTFL-NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Marjorie Hall Haley, who presented the award, noted that "the resume of Dr. Rosenbusch documents a career of commitment and dedication to foreign language education and foreign language educators. . . . Dr. Rosenbusch's most influential national role in educating current and future professionals has been as director of the federally funded, first-of-its-kind, National K–12 Foreign Language Resource Center at Iowa State University."

Carine Feyten, President of NNELL, received the ACTFL Florence Steiner Award for Leadership in Foreign Language Education, Post-secondary. A colleague noted that, "the Ph.D. program she developed at the University of South Florida with the Division of Languages and Linguistics, integrating the areas of second-language acquisition and teaching with instructional technology is innovative and state of the art." Joy Renjilian-Burgy, who presented the award, noted that Carine "is a model of professional excellence, educational outreach, and social commitment."

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Teaching Beginning Learners without Using Textbooks

Kim Chase
French Teacher, Grades 7–8
Hunt Middle School
Burlington, Vermont

In eighteen years of teaching French, I have never met a textbook I liked. I have never seen one that in any way resembles the living language I know and love, and so I refuse to use one. This is probably a good thing because I have always found it difficult to deceive my students. Children are notoriously and uncompromisingly realistic. Yet they are often portrayed unrealistically in textbook photos, sketches, and conversations. In his book *Me Talk Pretty One Day* (Boston: Little, Brown & Co., 2000), David Sedaris captures the insipid tone of French textbooks:

> Fabienne, Carmen and Eric spent a great deal of time in outdoor restaurants, discussing their love of life and enjoying colas served without ice. Passing acquaintances were introduced at regular intervals, and it was often noted that the sky was blue. (p.182)

What are the alternatives? Over the years I have developed a wide array of activities and strategies for teaching without textbooks. Although I am currently teaching middle school, I have used variations of these approaches at every level from preschool through high school with lasting success.

The two essential components in this style of teaching are a focus on oral rather than written proficiency and the use of realia, which I understand to mean any material intended for native rather than beginning speakers.

I start all beginning classes, no matter what age, with visual prompts associated with conversational questions such as "How are you?" or "What is your name?" Since I am teaching a nonphonetic language, I try to hold off as long as possible before introducing the written word. Therefore, all class work focuses on developing listening and speaking skills.

All of my initial visuals are simple line drawings: a smiley face with a big question mark in the conversation bubble, or a stick figure with a question mark on its name tag. My students learn two or three ways to ask each question and a few reasonable responses. We go through two or three expressions each week, building other information into this format. For "How old are you?" we learn numbers. For "What is the date today?" we learn the days of the week and months of the year. I build games into these in order to increase retention and improve students' ability to retrieve new material. My students' favorite among these is the "haki-sac game." Students sit on their desks and/or tables and I throw the haki sac to someone after saying the first in a series of words. If I say "one," the student who catches the haki sac says "two" before throwing it to another student. The game works for days of the week, months of the year, the alphabet, or even nonsequential lists such as body parts or clothing. If a student misses the expected answer (or repeats a word that has already been said for nonsequential lists) he or she must sit

The two essential components in this style of teaching are a focus on oral rather than written proficiency and the use of realia. . . . .

down. A variation of this game (perfect for Friday afternoon before a vacation) is to throw a weighted ball of yarn around instead of the haki sac, requiring each student to hang onto his or her "end" or ends each time he or she gets the ball. The result is a huge, chaotic web. Students who are forced to sit for too long in one spot are incredibly grateful for changes in the routine such as this one.

As soon as students can begin to converse with limited and predictable expressions, I begin to read to them from children's books. Children's literature, such as fairy tales, rhymes, and pictures books, are a great source of rich language which all teachers find essential to first-language acquisition but which, strangely enough, few include in second-language programs. Thus, we have AP students who may be able to hold forth on the virtues of the *vers alexandrin* but who do not know the delightful vocabulary of nature, which is so fascinating to children who are discovering the world for the first time: pebble, mud, puddle, bumble bee.

Kids of every age (including adults!) enjoy listening to stories. I increase interest by giving points for words that my students recognize in the story. I read a page and then students raise hands for words they understood in the passage. The fact that they have to wait until I have finished the page helps them to remember the word. Once the word has been mentioned, no one else can get credit for it. This sharpens listening skills on more than one level.

Before introducing the written word, I use the many natural opportunities to have students begin understanding the spoken language. Classroom commands, such as "Turn off the light," "Sit down," "Close the door," or "Take out your homework," should always be issued in the target language. With a gesture or two, students will quickly grasp what is being requested of them. After a week or two, no gestures should be used with the expression. Soon, students will begin using the commands to direct their peers. It is a rare student who does not enjoy the opportunity to tell his or her classmates what to do, and bossing each other around in another language gives students an added edge of authority.

Before introducing the written word, I use the many natural opportunities to have students begin understanding the spoken language.

Another wonderful opportunity to listen to the target language comes in the form of popular music, which I usually play while working on an art project such as creating our own "wordless" clothing catalogs or creating our own family trees. Ten years ago, my students' favorite French singer was Roch Voisin. These days it is a French rap group called Manau. Yes, I also play the occasional Piaf or Brel, but a little of that goes a long way with students at the lower levels. The object here is to expose students to the living language as expediently as possible, not to get them to acquire adult tastes in music. My students beg to borrow my Manau CD. They do not ask for Piaf and Brel.

While we are focusing on oral and aural proficiency, finding appropriate homework assignments can be challenging, especially if a districtwide homework policy has been adopted. For the first week or two of school, my homework assignments focus on getting students to see how much French is already part of the American culture. I ask each of them to bring a product (wrapper, ingredients, directions, guarantees, etc.) on which the instructions are written in French (usually in English and several other languages as well). These I staple to the bulletin board so students can peruse them at their leisure. They will discover many cognates this way and the whole task of learning a second language may become less daunting. I keep as many of these products as possible, both as a fund for future years for students who may not have access to such resources and also as a source of future activities with more advanced students. The "French is all around us" assignment, as I think of it,

can and does take many forms. Students are asked to bring in a French name from their family, the name of a French car, food, athlete, actor, or American place names. After the first week or two, my homework assignments focus on French derivatives or cognates: cooking, fashion, literary terms, or just common expressions English has borrowed from the French.

By the time I am ready to start handing out vocabulary lists, my students have, for the most part, acquired enough of the phonology to be able to study on their own. I do very little direct phonetic instruction, but I find that most students make sense of the written word on their own, just as they did with English. For those who do not, I record myself reading the vocabulary on my dual cassette player. I ask students who would like a copy to bring in a blank cassette, onto which I copy the dictated vocabulary list. This takes very little time and my students, who are generally more technologically proficient than I am, often record a copy of the lists themselves. In this way, students can listen to the tape while studying at home, developing an accurate sound-symbol association rather than relying on the uncertain accent of a parent or older sibling. For some students on Individual Education Plans, this may be an ideal accommodation.

As we branch into areas such as body parts or clothing, I often use toys I have either inherited from my children or gleaned from garage sales. Mr. Potato Head works well for body parts, Matchbox cars are great for transportation, but stuffed toys for animals are my favorite because they can be thrown from student to student in response to commands. The benefit to using such manipulatives is that students get to hold a toy they can name. I guarantee that the student who has held the fire engine, van, and airplane will get at least those three correct when it comes time for a quiz. Likewise, it is easier to test students orally when they have attached the target language word to the object itself without jumping through the English translation hoop.

When we do clothing, I usually ask students to bring in old clothing (including boxers and other underwear) which I tack to the bulletin board. This year I am looking forward to buying a Groovy Girl and Groovy Boy, soft dolls that come in various races and are dressed in the "cool" styles of today's children.

Perhaps the most surprising thing about using toys in the classroom is my students' delight when I take the toys out of the box. "Hey, it's Mr. Potato Head!" One boy said last year, "I haven't played with him since I was in kindergarten!" We know that childhood is increasingly fleeting; even middle-schoolers are nostalgic about their own, brief childhood. But from a pedagogical point of view, manipulatives (i.e. toys) are superior to French-to-English vocabulary lists or even pictures in that they provide students with visual and tactile experience of the word. Thus we are teaching to more than just the visual learners and we are at least doubling the odds that students will be able to retrieve the words they have experienced both visually and by touch. Finally, and equally importantly, toys fill the very natural and healthy human need to fidget. My rule for toys in the classroom is that they cannot be used in a disruptive or noisy manner, or I will take them away.

As students begin to acquire more vocabulary, there are increased opportunities to exploit a very rich yet free resource: advertising. Food, clothing, furniture, and electronics catalogs can provide current expressions and cultural trends (Editor's note: See Activities for Your Classroom in this issue). Since they are primarily visual, students will not be overwhelmed by too much print.

Road signs are another excellent source of practice vocabulary. I take pictures of road signs when I am in a

By the time I am ready to start handing out vocabulary lists, my students have, for the most part, acquired enough of the phonology to be able to study on their own.

French-speaking country (or give extra credit to traveling students who bring back their photos) and then have students attempt to figure out how we would say the same thing in English. Several important lessons and skills can come from this activity. By seeing road signs as they actually occur, students learn to construct meaning by taking cues from context, environment and nonverbal details, rather than relying on the printed word alone. Furthermore, students discover that direct translations are rarely accurate. In my classes we keep a log of our favorite incorrect translations. The best so far is: *Access Interdit Sauf Vehicules De Police*, which one group translated as: "Access and save the prohibited vehicles from the police!"

Business cards provide an array of mix-and-match activities. When traveling in Francophone countries, I collect business cards wherever I find them, for example in hotels, restaurants, and grocery stores and photocopy eight or ten onto one page. After providing students with a list of occupations, I ask them to match the occupations to the business cards. As a variation of this activity, I provide students with a list of needs or conditions, such as "roof repair" or "planning a party" and ask them to figure out which businesses they would contact in order to get the job done.

Once you leave the textbook behind and start thinking in terms of realia, you will discover an unlimited number of resources and activities you would never have thought of before. It is less a method than a different way of thinking about second-language instruction—and it works!

Once you leave the textbook behind and start thinking in terms of realia, you will discover an unlimited number of resources and activities you would never have thought of before.

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ZPG Releases New Bilingual Teaching Kit

Zero Population Growth's (ZPG) Population Education Program is pleased to announce its newest teaching resource, *Nuestro Mundo, Nuestro Futuro/Our World, Our Future*, a bilingual activity kit. The 44-page "flip book" (half Spanish/half English) develops middle school students' understanding of the interdependence of people and the environment through seven hands-on/minds-on activities and a student reading. This interdisciplinary resource features environmental education lessons with applications to the social studies, science, math, and family life education. The kit is designed to provide the teacher with maximum flexibility based on students' proficiency in either or both languages. It is appropriate for the bilingual classroom, Spanish course, or even ESL course, and the activities can be easily adapted for older students.

Nuestro Mundo, Nuestro Futuro/Our World, Our Future is available for $3.95 plus shipping and handling (inquire about quantity discounts) from ZPG's Population Education Program, 1400 16th Street N.W., Suite 320, Washington, DC 20036; 800-767-1956; www.zpg.org/education. The kit is also available as a PDF file at ZPG's Web site and can be downloaded free of charge. ZPG's Population Education Program has been developing quality teaching materials for the K–12 classroom since 1975.

Articles of Clothing: A Fun Activity with Collaborative Assessment

Susana Epstein
The Collegiate School
New York City

Level: Spanish Grade 5 and 6 (but can be done in any language)

Targeted Standards:

Communication

1.1 Students communicate with their partners as they find pictures of the articles of clothing on their shopping list and as they prepare a poster of the clothing pictures.
1.2 Students understand and interpret the teacher's spoken directions.
1.3 Students present to their classmates a poster of the labeled clothing items.

Context:
After teaching and reviewing articles of clothing, use this as an effective means of measuring students' learning in a collaborative setting.

Objectives:
Working with a partner, students use clothing catalogs to find examples of clothing included on a teacher-developed shopping list. Students prepare a poster that creatively displays the labeled clothing. (Fig. 1)

Materials:
Clothing catalogues, construction paper, scissors, glue

Procedure:

1. Set up the classroom by preparing a supply table that holds clothing catalogs, poster-size sheets of colorful construction paper (one for each pair of students) and enough scissors and glue sticks for all.
2. Explain how the activity will be assessed (see below).
3. Divide students in pairs. An ideal pair would be a weak student and a strong one.
4. Distribute a shopping list with different items listed on it to each pair (see below).
5. Supervise the activity and help students keep track of time.
6. Assess students' work.
7. Display the colorful clothing posters in your classroom to remind students of the key vocabulary they have studied.

Extension:
Have students cut out illustrations of articles of clothing that are not on the shopping lists, such as accessories, especially jewelry. Put these cutouts into a box and invite students to pick one each. Pairs can earn up to two extra points by including and correctly labeling on the poster the new clothing items.

Assessment:

1. Find all of the 15 articles of clothing on the shopping list. (1 point/item = 15 points)

2. Label items accurately (1 point)
3. Be neat (1 point)
4. Be creative in the poster presentation (1 point)

Total points: 18 points + extension (2 points) = 20 points

Sample Shopping Lists:

Lista de Compras A

- 2 pares de pantalones
- 2 camisetas
- 1 cartera/bolsa de mujer
- 1 traje de mujer
- 1 reloj de pulsera
- 2 pares de zapatos para caballero
- 1 sombrero
- 2 corbatas
- 2 pares de calcetines
- 1 abrigo

Lista de Compras B

- 3 vestidos
- 2 suéteres
- 2 artículos diferentes de ropa interior
- 1 pijama
- 1 falda
- 1 par de botas
- 1 cinturón
- 1 chaqueta
- 2 blusas
- 1 traje de baño

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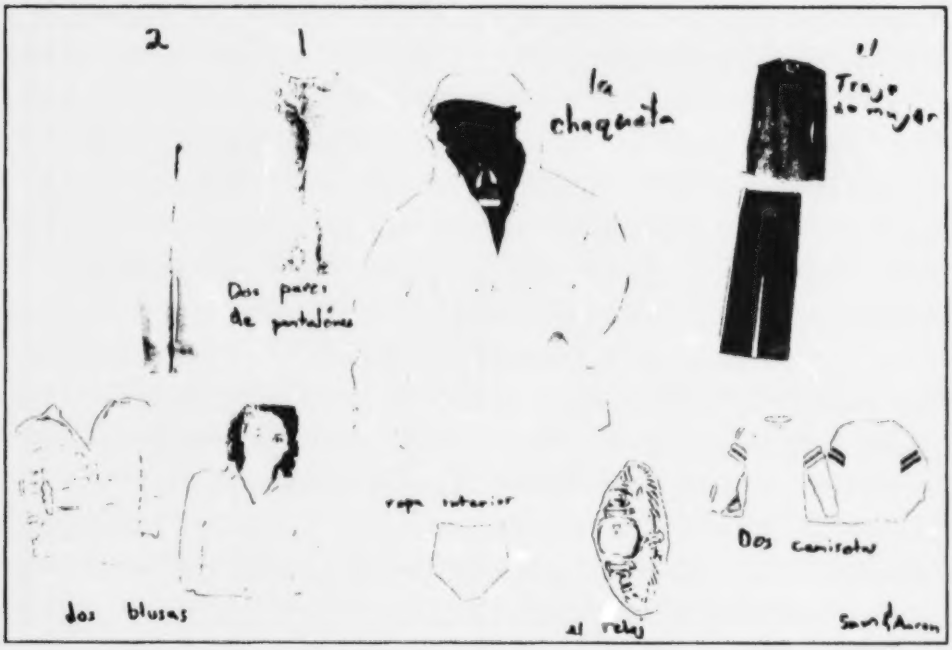
Figure 1. Example of a Clothing Poster



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The FLES Swapshop at ACTFL 2001

Mari Haas
NNELL Swapshop Breakfast Committee Chair

Over 200 FLES educators networked, visited publishers' tables, sang, danced, collected activities, won raffle prizes, and enjoyed a wonderful buffet breakfast at the FLES Swapshop Breakfast sponsored by NNELL at ACTFL in Washington, D.C. Carine Feyten, President of NNELL, welcomed the participants and introduced the NNELL board members. We were honored this year to receive a $1500 contribution for the Swapshop from SRA/McGraw Hill. Jim Harmon, Senior Marketing Manager for World Languages, also welcomed the teachers. Patti Lozano, a Spanish teacher and author of many wonderful books to teach languages through music and interactive activities, entertained the group with songs in Spanish and French. This year, for the first time, the Swapshop activities were placed on each breakfast table. Berlitz Languages for Kids graciously provided beautiful folders in which to collect the activity sheets.

Seven publishers displayed their FLES products at the Swapshop. They, as well as many other companies, contributed prizes for the raffle. The winners went home with curricula, storybooks, curriculum materials, and much more. NNELL greatly appreciates the support of the following publishers, Berlitz Languages for Kids, SRA/McGraw Hill, EMC Paradigm, Early Advantage, Sosnowski Associates, IN-VISION, Mis Cositas, and REI American, Inc. Please request their catalogs so that you can enrich your classroom with their wonderful products for teaching languages K–8!

Thanks to everyone who attended the Swapshop Breakfast and to all of the exhibitors listed below!

Berlitz Languages for Kids
718-784-0055; Fax: 718-784-1216; www.berlitz.com. Publishes a five-level teaching program for early childhood, elementary, and intermediate school in Spanish, French, Italian, German, and Japanese. Each level includes a teacher's plan book, picture pack, and audiocassette, as well as a student workbook.

Early Advantage
888-248-0480; Fax: 800-301-9268; mail@early-advantage.com; www.early-advantage.com. Publishes MUZZY, the BBC Language Course for Children offered in Spanish, Italian, French, and German for children pre-K–8. This engaging and educational program now comes in a classroom edition, especially designed to be used in schools.

IN-VISION
402-597-4833; Fax: 402-597-4808; mtrayer@esu3.org; http://invision.esu3.org. IN-VISION publishes elementary Spanish materials complete with seven levels of curriculum and assessment plus support materials. Children's stories and poems, vocabulary visuals, and activity books and a new 10-episode elementary Spanish video series emphasizing core curricular themes are also available.

Mis Cositas

www.miscositas.com. Publishes storybooks and thematic units in Spanish and other languages written and illustrated by Lori Langer de Ramirez (NNELL's First Vice-President). Check out the Web site to download wonderful stories and curriculum units free!

REI America Inc.

800-726-5337; Fax: 305-871-8032; javcas@aol.com; www.reiamericainc.com. Offers techniques and materials to help K–6 students move up through secondary Spanish courses, eliminating the need to "start over" when they go to high school. The full curriculum program, *Amigos*, has a fresh approach to teaching in FLES and immersion classes.

Sosnowski Associates

800-437-7161; Fax: 508-358-6687; sosnow@ma.ultranet.com; www.ultranet.com/~sosnow/. Distributes a comprehensive preschool through university French and Spanish supplementary materials from European and Canadian publishers. The products include children's literature, cassettes, software, and texts for French immersion programs. They feature teacher's curriculum resource guides for stories in Spanish and French (and the texts to accompany the guides) developed by the National K–12 Foreign Language Resource Center at Iowa State University.

SRA/McGraw Hill

312-540-5863 and 800-382-7670. Distributes and publishes world languages materials for elementary school to adults including textbook series, literature, grammar, and cultural titles. Their FLES programs include *Vive le français!*, *¡Viva el español!*, and *Español para ti*. Storybooks and lots of teacher resources (including Teacher to Teacher, standards-based scenarios published in collaboration with NNELL) are also available.

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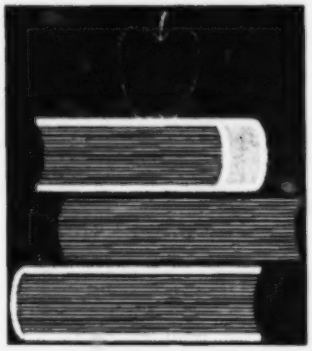
A Page from NNELL's Photo Album

NNELL recipients of ACTFL awards *(from left):* Marcia Rosenbusch, Carine Feyten, and Mari Haas.

NNELL members ponder a resolution under discussion *(from left):* Marcia Rosenbusch, Carine Feyten, and Virginia Gramer.

NNELL executive board members at ACTFL, November 2001: *(front row, from left)* Kay Hewitt Hoag, Martie Semmer, Mari Haas; *(middle row, from left)* Mary Lynn Redmond, Kathy Riordan, Millie Park Mellgren; *(back row, from left)* Nancy Rhodes, Janet Glass, Carine Feyten, Lori Langer de Ramirez, Liana Clarkson, Terry Caccavale.



Classroom Resources

General

Little Linguist and The Babbler. Long Beach, CA: Neurosmith.

Available from Neurosmith, P.O. Box 14719, Long Beach, CA 90853; 562-296-1100; Fax: 562-296-1101; Web site: www.neurosmith.com. Cost is $69.95 for the Little Linguist and $49.99 for The Babbler.

Neurosmith is a company that makes toys that teach languages (among other products). The Babbler, for babies, is a beautiful soft toy on the outside with a language cartridge hidden inside. The toy has a bright yellow half-moon face on one side, and stars on a light-blue background, on the other. Two striped arms dangle from the character.

The baby needs only to touch or shake The Babbler and the stars begin to twinkle. A clear voice in Spanish, French, or Japanese starts saying sounds and corresponding words (for example, it babbles, *ya, ya, ya, silla* in Spanish.) The toy circles through sounds in all three languages. It goes to sleep if it is not wiggled or touched for 15 seconds. When it wakes up it begins again with the Spanish sounds. The baby's eyes will also be stimulated with The Babbler, as each sound causes a different pattern of stars to twinkle, helping the child differentiate the sounds. Babies will also enjoy shaking the rattle in one of the toy's arms, hearing the "scrunchy" sounds, and pressing the moon's round red cheek for a honking sound. The red handle doubles as a teething ring.

Little Linguist is for toddlers, preschoolers, and for children beginning elementary school. The toy is a flying-saucer-shaped machine with an indentation in the center, along with large red and blue buttons, speaker perforations, and a blue handle. Children choose a plastic character to place in the indentation (characters include: animals, a tree, a boat, and a train). Surrounding the indentation are yellow and red strips that light up.

Children can pick one of the 15 characters, place it in the indentation and a digital voice will say that character's name. If they push the blue button, the name will be repeated. If they push the red button they will hear the character's sound (moo/mu for a cow character, toot toot for a train). This first game is called the "explore mode." If a child pushes a button when no character is in the center, the voice will indicate a character for the child to put into the center. This is called the "challenge mode."

In level two of Little Linguist, the children hear full sentences, such as, "This is the cow." In the challenge mode, the machine says, "Give me the dog." If a child puts the correct animal in the indentation, lights flash, the music "twinkles," and the voice says "Yes, this is the dog."

When the child is familiar with the sentences, the Little Linguist introduces him to colors in level 3. In the explore mode the voice tells the color of the character, "This is a red train." In the challenge mode the machine requests a character, "Give me the pink pig, please." If the child inserts the correct character, lights flash and she hears, "Thank you." If she puts the wrong character into the indentation, the voice tells her the name of that character.

The machine tracks the child's progress and changes levels accord-

ing to how the child has used the toy. This product needs a separate cartridge for each language (Little Linguist comes with English and Spanish cartridges). French and Japanese vocabulary cartridges cost $19.99 each. Sing Along cartridges are also available. They reinforce the language already acquired with the vocabulary cartridges and give children experience hearing up to 70 additional verbs, adverbs, and adjectives in English and Spanish.

The Neurosmith Company "is dedicated to combining the latest cognitive research with state-of-the-art technology to create inspiring and interactive learning tools for young children." Children can begin learning another language or reinforcing one they are already learning with The Babbler and Little Linguist. Little Linguist would work well when children are working in centers, with a teacher, or during "choice" time. The toys are engaging, fun, and educational for the kids! The booklet that comes with the toys provides a great deal of supplemental information: lists of research about children and language learning, a language pronunciation guide, additional useful phrases in the language, and suggestions of language games to play with children. All of the Neurosmith products can be purchased on their Web site.

German

Ungerer, Tomi. (2000). *Die blaue Wolke*. Zürich: Diogenes Verlag.

Available from Amazon.com at www.amazon.de; ISBN: 3 257 00867 8; Cost is $11.43.

Die blaue Wolke (The Blue Cloud) was content and lived a happy life. She was different from her fellow clouds for she was curious and open-minded. She did as she pleased; she would never go with the flow. This behavior was very much disliked by the other clouds. If they threatened her with thunder and lightening, she just smiled. Birds and airplanes that came in contact with her turned blue. Day after day the blue cloud grew bigger and bigger as she circled around the world. People on earth noticed her and were impressed by her appearance.

One day the sky was filled with black clouds and smoke. Below was a city in turmoil, a city on fire. White people hurt black people, black people fought red people, red people attacked yellow people, and yellow people chased angrily after white people. The blue cloud was very upset and saddened by the people's outrageous actions. She made a quick decision and sent heavy rain upon the town. The fire went out and everything turned blue. People did not fight any longer; instead they lived together peacefully and cherished each other. Together they celebrated and rebuilt the old city. In memory of "The Blue Cloud" they painted all the buildings blue.

Die blaue Wolke is more than a picture book. It is an excellent resource for thematic units from elementary school through high school and college. Topics could include tolerance training, the holocaust, the civil rights movement, and a reflection on conflict and war. The book's illustrations are clear and colorful. Its language is relatively easy to understand, however, it should be simplified for young children.

Older students might also explore the beliefs and background of the author, Tomi Ungerer. The Council of Europe recently awarded him the prestigious title "Ambassador for Childhood and Education" for his visionary work toward peace and understanding. *Die blaue Wolke* is a reflection of Tomi Ungerer's ultimate dream—tolerance and mutual respect for our fellow human beings. He once said, "Without difference of race, social class, or religion, there would be nothing to compare between, and it is that process

of comparison combined with curiosity which leads to acceptance. For each one of us has something which others do not have. . . . To fight racism, we must enlighten children at the youngest age possible. It takes years for a tree to bear fruit on a well-grafted trunk." [Source: http://press.coe.int/cp/2000/672a(2000).htm]

Tomi Ungerer was born in Strasbourg, France, in 1931. The paternal part of his family, the Ungerers, was established Alsatian clockmakers, whereas the maternal part of his family derived from the Rhineland. Tomi lost his father when he was only four. His mother moved then with her children back to her parents' house in Logelbach, near Colmar. Tomi grew up there in an environment that was filled with warmth and affection. The family's library was well stocked with German books, such as *Der Struwelpeter* by Heinrich Hoffmann and *Hausbuch* by Ludwig Richter. Reading and listening to music were common practices, especially during the winter. His later childhood years were marked by war. During the German occupation of the Alsace, students were taught German in school. But after 1945, they went back to French. His memories about this period of time are marked with disgust toward war and intolerance.

TEACHERS NEEDED IN NEW YORK!

The Bank Street School for Children is seeking a Spanish teacher for grades 6, 7, and 8 for the academic year 2002–03. The candidate should possess some middle school experience, but high school experience may be of use. Near native fluency is a plus. A comprehensive three-year Spanish language program with integrated curriculum is already in place. There is room for individual creativity as well. Bank Street is a progressive school that focuses on communicative experiential learning at all levels. If you are interested, please call Toby Weinberger, Coordinator of the Upper School at 212-867-4419.

The Rippowam Cisqua School is seeking a FLES Spanish teacher to work with kindergarten, first, and second grade students beginning September 2002. This is an independent day school in northern Westchester, New York. For more information, please contact Marylea Franz at 914-666-3018 extension 313, or e-mail her at Marylea_Franz@rcsny.org.

Foreign Language in Elementary Schools

Working Group Recommendations, Southern Illinois University Public Policy Institute Symposium on Foreign Language in Elementary Schools, March 3–4, 2002

- **We recommend** that a letter be sent to key members of Congress and the Administration urging:

  A. A grant of $200,000 from the Department of Education to four states to develop within one year a comprehensive plan to encourage the development of students in K–12 schools who will excel in another language, with special attention to less commonly taught languages.
  B. Creation of a one-year commission to work with the Defense Department, Education Department, and other agencies of the federal government to look at our future needs and to make recommendations. The commission should report to Congress and the President one year after its creation. It should be composed of two members of the House, one from each political party; two members of the Senate, one from each political party; and five members appointed by the President, not more than two from any political party, the President designating the chair of the commission.
  C. $15 per capita beginning in Fiscal Year 2004 for each elementary school student who receives at least 30 minutes a day of instruction in foreign languages for the school year, and $30 per capita to schools with more than 40 percent Title I students, doubling these subsidies for the harder to learn languages.

- **Universities are urged** to create two- or three-week summer programs with language immersion for teachers. The federal government should encourage this development with a modest subsidy.

- **A letter should be sent** to all the governors requesting that they send a letter to all public and private schools stressing the importance of foreign language education for the state and nation and for the future of the students. Commendation will be given to all schools that provide the opportunity for foreign language instruction that begins in the early grades and builds level upon level through secondary schools, resulting in high levels of competence in a foreign language.

- **Request the National PTA** to take on as a special one-year emphasis enlarging the opportunity for foreign language education.

- **Send similar letters** to the American Federation of Teachers, the National Education Association, the National School Board Association, and the various national organizations of supervisory personnel. Send letters to all foundations with an interest in language, culture, and/or global issues requesting them to take on a special emphasis enlarging opportunities for pre-college foreign language study.

- **We request** national, state, and regional language organizations to:

  A. Urge local foreign language teachers in each community to meet with a small group—eight to ten people—to brainstorm on how to stress the importance of foreign languages in presentations to civic groups (e.g., Rotary, Lions, Kiwanis, Women's Club) and to other organizations, and to send letters to the editor stressing the importance of understanding other cultures in a post-September 11th world.
  B. Urge their members to get letters to

members of Congress, asking for attention to this important issue.

C. Find one state legislator in each state who is willing to lead on this issue, and then get letters of support to other legislators and to the governor of each state.

- **All state boards of education** should also provide immersion academy experiences for juniors and seniors in high school who show unusual talent. These should be coordinated with a university in each state, providing college credit in addition to the prestige of the invitation. These boards should be eligible to compete for one of five annual awards from the Department of Education: "The President's Award for Excellence in the Promotion of Foreign Language Proficiency."

- **All state boards of education** should each designate a staff member charged with coordinating K–12 foreign language education. This professional should be a highly qualified foreign language educator recognized as a state and national leader in the field, with a high level of proficiency in at least one language other than English, in addition to in-depth knowledge of current foreign language teaching methods and issues.

- **We encourage a poll** showing the income level of native English speakers who have studied another language compared to those who have not studied another language.

- **We urge** the passage of Senate Resolutions 1799 and 1800 sponsored by Senator Dick Durbin. **We urge the federal Blue Ribbon Schools program** to include among its criteria that elementary schools develop high levels of competence in English and at least one additional language.

- **We urge that the Congress** declare that 2004 be a one-year period of focus on the study of the languages of the world in the United States, similar to that done by the European Union, the purpose of which is to draw the attention of policymakers and ordinary citizens to the need for language as well as to provide the means to engender, strengthen, and coordinate efforts on behalf of foreign languages in the United States.

- **Within six years**, at least 80 percent of the service academy appointments should preferably be given to students who demonstrate a proficiency in a second language.

- **Within two years**, special appointments to service academies should be available to students demonstrating fluency in targeted not commonly taught languages.

- **The National Assessment of Educational Progress** for language in the United States should be regularly administered, extended to the K–8 level, and incorporate other languages in addition to Spanish.

- **We urge that an office be established** in the U.S. Department of Education that has responsibility for foreign languages at the K–12 level.

- **State boards of education** should

  A. Require every secondary school to offer the study of at least one foreign language at every grade level in a continuous sequence.

  B. Encourage schools in their state to promote opportunities for international study and exchanges (study-abroad) as well as award credit for such study.

  C. Establish licensure for foreign language education for both elementary school (K–6) and secondary school (7–12).

- **Provide at least $6 million** to develop assessments that measure the foreign language proficiency gained by students in K–8 instructional programs.

- **Provide at least $8 million** to develop a technologically delivered program in several languages to assist in providing consecutive years of instruction in each language in grades K–5.
- **We urge that the National Science Foundation** fund micro-and macro-economic studies of the advantages and disadvantages of current and projected language capacity in native English speakers.

For more information please contact:

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E-mail: siuppi@siu.edu

Brochures are available in limited quantities.

Calendar

Summer 2002 Workshops and Institutes

June 24–29, 2002
National FLES* Institute/Conference, University of Maryland Baltimore County, MD. Gladys Lipton. E-mail: lipton@umbc.edu.

June 27–July 3, 2002
Action Research in Foreign Language Education. Iowa State University, Ames, IA. Dr. Richard Donato, Leader. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 30–July 12, 2002
AATSP K–8 Methods and Spanish Immersion Course in Puebla, Mexico. Mari Haas and Janet Glass. E-mail: haasmarib@aol.com; Web site: www.aatsp.org.

July 8–18, 2002
K–8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation. Iowa State University, Ames, IA. Helena Curtain and Carol Ann Pesola Dahlberg, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

July 18–20, 2002
Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes. Milwaukee, WI. The National K–12 Foreign Language Resource Center, Iowa State University; The Stone Center for Latin American Studies, Tulane University, New Orleans; and The Center for Latin American and Caribbean Studies, University of Wisconsin–Milwaukee, Sponsors. University of Wisconsin–Milwaukee, Center for Latin American and Caribbean Studies, Attn: Latin America in the Classroom Summer Institute, P.O. Box 413, Milwaukee, WI, 53201; 414-229-5986; Fax: 414-229-2879; jkline@uwm.edu.

August 9–17, 2002
Integrating Technologies in the Foreign Language Classroom. Iowa State University, Ames, IA. Karen Willetts, Cindy Kendall, and Carine Feyten, Leaders. National K–12 Foreign Language Resource Center, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL

An organization for educators involved in teaching foreign languages to children.

MISSION: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

ANNUAL MEETING: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

OFFICERS: Elected by members through a mail ballot election held annually in the spring.

MEMBER OF: JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages and International Studies).

FOR MORE INFORMATION: Visit the NNELL Web site at: www.educ.iastate.edu/nnell or E-mail nnell@cal.org

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NNELL Membership Form

YES! I want to become a member of (or renew my membership to) NNELL. Please enter my subscription to *Learning Languages* (3 issues for the 2002-03 academic year). Rate is $30.00. Overseas rate is $40.00.

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Title or Grade Level _____

School or Affiliation _____

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City, State, Zip _____

Check whether this address is _____home_____school

Check if this is a renewal _____

Is this an address change from last year? _____yes _____no

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Washington, DC 20016-1859

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Learning Languages

The Journal of the National Network for Early Language Learning

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Learning Languages: The Journal of the National Network for Early Language Learning is published in the Spring, Fall and Winter as the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside back cover for more information on NNELL.

Articles Published: Both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the Editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's Web site (www.educ.iastate.edu/nnell).

Submissions: Deadlines are: Fall issue—May 1; Winter issue—Nov. 1; Spring issue—Feb. 1. Articles, classroom activities, and materials may be submitted to the appropriate Contributing Editor. Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the Editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available). Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, context, objectives, targeted standards, materials, procedure, and assessment. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities Editor.

Learning Languages

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Notes from the President

Under Marcia Rosenbusch's tenure as editor, the journal grew significantly in prestige . . .

A Tribute to Marcia

This issue of *Learning Languages* is a very special issue for us in many ways, and I would like to take a moment to pay tribute to a very special person who has placed our journal square in the sunlight: Marcia Rosenbusch.

As you probably know, Marcia has decided to explore new horizons and this issue of *Learning Languages* will be the last one under her editorship.

We all know Marcia as a superb teacher, researcher, and role model for thousands of future teachers. She is a major figure in the field and an innovator in both teacher preparation and curriculum development.

As our editor, she has played a pivotal role in leading the field of early language instruction and in providing a quality outlet for our ideas, research, classroom activities, teaching methods, funding opportunities and information critical to our constituency.

Marcia has been our faithful editor since the journal's infancy back in 1987—15 years ago! At the ACTFL convention in 1986 the spirit of NNELL was born and several months later, the National Network for Early Language Learning was officially formed. Marcia agreed to take on the editorship of what was then called *FLES News*, NNELL's official newsletter that was published three times a year.

Thanks to Marcia's efforts, the first volume of *FLES News* became available on microfiche and paper copy in 1989 through the Educational Resources Information Center (ERIC) database, and all subsequent volumes are available on ERIC as well.

In 1994, our then-president Audrey Heining-Boynton spearheaded a series of discussions that eventually led to the creation of a new journal with refereed articles. Our next President Mari Haas announced the name of our new publication: *Learning Languages: Journal of the National Network for Early Language Learning*, published for the first time in the Fall of 1995.

How befitting that Mari Haas, president at the time of the inaugural edition back in 1995, will be one of the incoming co-editors of our now prestigious journal! Teresa Kennedy will be the other co-editor and together they will continue Marcia's legacy.

Learning Languages is the only refereed journal specifically addressing the needs of K-8 language students, teachers, researchers, and parents.

Under Marcia Rosenbusch's tenure as editor, the journal grew significantly in prestige and became recognized as a journal offering scholarly articles and relevant information for the early language learning community. Her care and attention to detail made this dream possible and reflected the dedication of many NNELL contributors in the country.

I would be remiss if I did not mention the fact that Marcia simultaneously directed the federally-funded, first-of-its-kind, National K-12 Foreign Language Resource Center at Iowa State University.

Through professional development summer institutes for K-12 teachers and teacher educators from

across the country, she has offered cutting-edge training for the past five years in teaching methodologies, alternative assessment, and new technologies in the classroom.

Needless to say, Marcia's dual role and, hence, NNELL's close association with the National K-12 Foreign Language Resource Center have benefited NNELL and its journal immensely and added yet another dimension to an already successful publication.

***We are grateful to Iowa State University for its generous support of our journal and thank Marcia for her tireless work on behalf of NNELL and* Learning Languages.**

The future looks equally bright with our new team of editors—Mari Haas and Teresa Kennedy.

Mari is a former K-12 Spanish teacher and is also an adjunct assistant professor at Teachers' College, Columbia University, and a foreign language education consultant. Mari has worked with Spanish teachers on three National Endowment for the Humanities grant-funded programs and published a beginning Spanish program for teaching Spanish in the elementary school entitled *The Language of Folk Art*. In 2001 she received the ACTFL Nelson Brooks Award for Excellence in Teaching Culture. Many of you who attend the ACTFL conventions will recognize Mari as the organizer of the FLES swapshop breakfast and the NNELL booth.

Teresa Kennedy is the Director of the Center for Evaluation, Research and Public Service in the College of Education at the University of Idaho. Her research has centered on issues related to the teaching of Spanish, bilingual education, technology, and FLES. She has worked on Idaho's State Foreign Language Standards and has considerable experience with grant writing. Teresa has taught in K-12 classrooms for 10 years and was the director of the Moscow School District FLES program (Idaho FLES). She also taught and coordinated K-6 content-based Spanish programs and assists local private and charter schools to incorporate foreign languages into their curriculum through the Idaho FLES model. She was recently awarded the Pacific Northwest (PNCFL) Post-Secondary Teacher of the Year award.

Mari and Teresa agreed to share duties so that Mari will handle the coordination of all contributing editors' submissions, except research, and Teresa will be responsible for research and all aspects of publication.

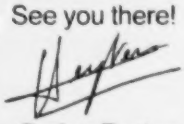
Welcome Mari and Teresa, we are looking forward to continuing* Learning Languages' *journey with you!!

Before leaving you, I would like to encourage all of you to share the wonderful things that are happening in your area with your state and regional representatives. It is important that we stay connected and informed of each other's successes and challenges. Remember, united we stand!

If you do not remember who your representative is, consult the inside back cover of this issue for the names of all regional representatives and NNELL's website (http://www.educ.iastate.edu/nnell/staterep.htm) for your state representative's name.

Lori Langer de Ramirez, our second Vice-President, has been working on an electronic newsletter chronicling every state's activities with regard to early language learning, and YOU are our strongest link. Help us stay connected and informed!

Lastly, to the right is a quick preview of NNELL sponsored sessions at ACTFL in Salt Lake City. See you there!



Carine Feyten

NNELL sessions at ACTFL Salt Lake City, Utah November 2002:

Thursday 11/21
1:30 p.m. - 5:30 p.m.
NNELL Board Meeting
Building: Marriott
Room: Sundance
(Lunch prior to the board meeting will be in conjunction with NADSFL.)

Friday 11/22
4:15 p.m. - 5:30 p.m.
NNELL Annual Meeting & Network Session
Building: Convention Ctr
Room: 254B

Saturday 11/23
8:00 a.m. - 10:00 a.m.
FLES Swapshop Breakfast
Building: Marriott;
Room: Salons A -F
Sundance

Saturday 11/23
10:00 a.m. - 1:30 p.m.
NNELL Board Meeting
Building: Marriott
Room: Alta

Sunday 11/24
10:00 a.m. - 11:15 a.m.
Securing Funding for K-8 Foreign Language Learning: Questions & Answers
Building: Convention Ctr
Room: Ballroom F

NNELL Election Results

NNELL is happy to announce that Janis Jensen has been elected second vice-president for a three-year term, and Janet Glass has been elected treasurer for a two-year term.

Janis Jensen has been involved in second language education for more than 30 years. As the world languages coordinator for the New Jersey State Department of Education, she is responsible for all aspects of the implementation of K-12 world language standards.

Prior to joining the department of education, Janis taught French and Spanish at the elementary, middle and high school levels. Her last teaching assignment was in an elementary district where she developed and implemented a FLES program in grades K-5 that articulated into a middle level program in grades 6-8.

She began the program with a small grant from the state foreign language association in the late 1980's, before the adoption of state standards. This program continues to flourish and to be strongly supported by the entire school community.

Janis has held various leadership positions at the state, regional and national levels including present service as state representative for NNELL.

Currently, she also serves as president of the National Council of State Supervisors of Foreign Languages, and is a member of the executive board of the Foreign Language Educators of New Jersey (FLENJ).

In 1999, she received the *President's Award for Outstanding Contributions to World Language Education* from FLENJ.

Recent publications include an article in the Fall 2000 issue of *School Leader*: "Teaching World Languages", and an article in the Fall 2001 issue of *ADFL Bulletin*: "Higher Education's Role in the New Jersey Systemic Reform Initiative in World Languages".

Janet Glass has taught Spanish in middle school, high school, and elementary school in both public and independent schools during the past 30 years. She was also a co-owner of a language business for four years and a bilingual guidance counselor for three.

For the past 16 years she has worked at Dwight-Englewood School in Englewood, NJ, where she designed the FLES program in 1993. In 1999, she contributed to the inception of Fairleigh Dickinson University's World Language Institute where she continues to work as a part-time trainer.

Janet has received an NEH fellowship and two NEH grants for development of teaching materials. She is the recipient of two creativity in teaching awards and two awards for contributions to the profession.

Her contributions include numerous presentations for language organizations, school districts, school boards and parents' organizations and several published pieces in journals and textbooks.

Her current projects include co-piloting with Mari Haas a FLES Methods course for the American Association of Teachers of Spanish and Portuguese this past July in Puebla, Mexico, and teaching a course on Spanish Children's Literature for the fall 2002 semester at Fairleigh Dickinson University.

Japanese Immersion: A Successful Program in Portland, Oregon

Douglas F. Gilzow
Head of Staff Development
School of Language Studies
Foreign Service Institute
Department of State
Washington D.C.

Background

According to a 1997 survey by the Center for Applied Linguistics, 31% of elementary schools in the United States offer foreign language instruction, up from 22% in 1987 (Rhodes & Branaman, 1999). This increase reflects a growing recognition of the importance of knowing more than one language, and of the cognitive and academic benefits of starting foreign language study in the early grades (Marcos, 1998).

Elementary school foreign language programs, also known as early-start programs, come in many different forms. Some follow a more-or-less traditional FLES (foreign language in the elementary school) model, in which students have foreign language lessons a few times per week, often taught by an itinerant language teacher who travels from classroom to classroom and sometimes from school to school. Others use an immersion approach, in which some or all school subjects (except English language arts) are taught through the medium of the foreign language. Some programs focus on teaching the language itself; others use the language to teach content-area subjects. Some offer a single language; others offer a choice of as many as four or five.

This article describes a successful early-start, long-sequence foreign language program that was identified as one of seven model programs in a national project funded by the U.S. Department of Education. It is hoped that other schools and districts interested in implementing a new program or enhancing an existing one will find it useful to read about some of the specific features that make this a model program.

Richmond Elementary School in Portland, Oregon

The Japanese language magnet program in Portland, Oregon, is so popular that it always has a waiting list. Only two new kindergarten classes of 25 students each are launched each year in this partial immersion program, so selection is by lottery. The program, which began in 1989 with two kindergarten classes, has added one grade each year, so by the 2001-2002 school year, it offered the complete K-12 sequence. Richmond Elementary School is home to the program in grades K-5.

The Japanese language magnet program in Portland, Oregon, is so popular that it always has a waiting list.

The Japanese language program at Richmond Elementary follows a partial-immersion model, with the students' day divided in half by language. At each grade level, one class studies in English in the morning and switches to Japanese after lunch; the other class has the reverse schedule. One Japanese teacher and one English teacher share responsibility for each grade level. All Japanese teachers are native speakers of the language. Teachers do not divide the subjects by language (aside from English and Japanese as class sub-

jects themselves); instead, each pair plans thematic units together, deciding how subjects and topics will be introduced and reinforced across the languages. The full range of elementary subjects is taught, from mathematics and science to geography and history. The program follows state curriculum guidelines for all subjects and national standards for foreign language learning.

The program includes many notable features:

- early attention to literacy skills in both languages
- creative approaches to student assessment
- language camps
- visits to Japan
- a very active parent support group.

. . . by fourth grade, the students are able to write paragraphs using each of the three traditional writing systems correctly.

Literacy Instruction in Japanese

Borrowing an idea from public television's Sesame Street, Amy Grover has her kindergarten students focus on a "letter of the day." As she writes on the board at the front of the room, Grover speaks slowly and clearly, and the children sitting around her on the carpet gradually learn to recognize the shape and sound of the day's letter. Grover helps them associate the letter with words they know, especially names of animals, leading to a song that features those animals, complete with hand gestures and sound effects. This is how students at Richmond elementary are introduced to the Japanese hiragana writing system, learning to read and write their names and a few simple words as they become acquainted with the forms of this new alphabet.

In first grade, they expand their use of hiragana and begin to write the more difficult, Chinese-based characters, kanji. Next they tackle the katakana system, so that by fourth grade, the students are able to write paragraphs using each of the three traditional writing systems correctly.

The Romanized Japanese alphabet is also introduced in fourth grade, where it is particularly useful for computer tasks. In fifth grade, students carry out research using English-language resources and write summary reports in Japanese.

To assess the students' progress in writing, Richmond teachers have collaborated with a Japanese faculty member at Portland State University to develop tests of writing skills in Japanese. To minimize the burden on Japanese immersion teachers, the tests have been scored by Japanese teaching assistants at the university.

Student Assessment

Assessment is an area in which this program is exploring innovative

Richmond school fourth grade students and calligraphy teacher Kimiko Okada display calligraphy related to the Winter Olympics 2002.

approaches. To assess progress in Japanese speaking and listening skills, teachers conduct a one-on-one interview with each student at the end of the school year. This interview is recorded on a blank videotape the student brings to school in kindergarten. The tape is then used in succeeding years to record additional interviews. In the earlier grades, the interviews are simple exchanges of questions and answers, but by fifth grade, the interviews are conducted according to Oregon Japanese Oral Proficiency Assessment procedures, resulting in a 15-minute rateable performance sample. Students take their tape with them to middle school, where at least one additional interview is recorded.

In addition to the video interviews and Japanese writing assessments, the program has adopted a variation of portfolio assessment that uses student work samples. These are the students' performance of classroom assignments mandated by the Oregon Department of Education for each grade level. Each work sample is rated on a 1- to 6-point scale linked to specific criteria stipulated by the state.

Achievement test scores at Richmond are consistently above state and district averages. Spring 2000 test results showed that 89% of third graders and 85% of fifth graders at Richmond met or exceeded state benchmarks in reading; 92% of third graders and 85% of fifth graders met or exceeded state benchmarks in mathematics (Portland Public Schools, 2000).

Language Camps

During the summer months, elementary students may participate in one of two sessions of Kurabu, a 2-week day camp that provides Japanese language immersion experiences through sports, games, field trips, art, and cooking. The program is open to Japanese and non-Japanese children in first through fourth grades who have some Japanese language skills. Each group of 20 campers is supervised by two adult bilingual counselors. The program director is qualified and experienced in Japanese culture, language immersion education, and recreation. In recent years, teenagers from the Japanese immersion program have served as junior camp counselors. Parents provide volunteer support, and the city parks program provides the institutional infrastructure. To celebrate the end of the program each summer, campers join participants in the local Spanish camp, El Club, to stage an international festival. They build colorful booths and sell food and crafts that they have learned to make during camp.

An overnight camp, Shizen Kyampu, is open to students in fourth through eighth grade. Students from several sites around Oregon and from Sapporo, Japan, participate in this science-focused Japanese language immersion camp, which is sponsored by the Oregon Museum of Science and Industry.

Visits to Japan

Toward the end of the school year, fifth graders in the Japanese magnet program travel to Japan for 2 weeks, where part of their time is spent in homestays with Japanese families. While providing the students with a firsthand experience of Japanese culture, the trip also motivates them to continue in the program through middle school. Early in their sixth-grade year, the students return to Richmond Elementary to share reports of their experience in Japan with fourth and fifth graders in the program. Eighth graders also travel to Japan, spending 2 weeks carrying out research and other educational projects. Most of the students' expenses are covered

Achievement test scores at Richmond are consistently above state and district averages.

Former Richmond students, who are now high school freshmen, share Japanese books that they have made with small groups of Richmond kindergarten students.

through fundraising; the direct cost for each family is approximately $500. Oya No Kai, the parent support organization for the Japanese program, offers scholarships for those who cannot afford the fee.

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Parent Support

Oya No Kai brings together and serves parents for the entire K-12 Japanese immersion program. This organization provides opportunities for the families involved to develop a sense of community and mutual support. It also contributes to the successful development and implementation of the instructional program. Incorporated as a non-profit organization in 1997, Oya No Kai is able to receive tax-exempt donations. It maintains a Web site (www.oyanokai.org) that describes the organization and provides information about their annual auction. Visitors to the site can donate items, take a chance on a weekly drawing, and order tickets to the auction. There is also an online shopping page with links to commercial sites that sell clothing and books. Oya No Kai receives a commission on purchases made at those sites when they are reached via a link from the Oya No Kai Web site.

With the funds it raises, Oya No Kai has not only subsidized student trips to Japan, it has also purchased bilingual dictionaries for the Richmond school library, funded calligraphy lessons for students in grades 3-5, and supported field trips to Japanese gardens and to a soy sauce factory. In the fall of 2000, when high school enrollments were lower than expected, resulting in the reduction of three full-time teaching positions, Oya No Kai was able to support a part-time Japanese language teaching position that might otherwise have been eliminated. Every year, the group helps teachers pay for needed instructional supplies and subsidizes transportation and meals for nearly a dozen student interns who come to Portland through the sponsorship of Japanese organizations, notably the New Global Peace Language Institute.

Oya No Kai publishes a monthly newsletter, *JMP Oshirase*, that reports on recent and upcoming school activities and parent organization events, such as PTA meetings, Japanese language classes for adults, and projects funded by Oya No Kai. The most recent issue of the newsletter can be read at the Oya No Kai Web site.

Distance Learning

In addition to the practices and features directly related to the Japanese immersion program, a distance learning program, Moshi Moshi, brings Japanese language classes to over 1,000 other students at 10 elementary schools in Portland. These locally produced, live programs help address the demand for Japanese language instruction that the magnet program cannot meet. The four weekly lessons are 15 to 25 minutes long, depending on the grade level. The programs, which include skits, songs, and other high-interest activities, are supplemented by worksheets and cultural activities available on the Moshi Moshi Web site (www.moshihola.org) and in monthly packets. Homework can be submitted and returned in these packets. Moshi Moshi lessons are sequenced and the levels are articulated following a curriculum based on the state's Japanese language frameworks and benchmarks. Classroom teachers and parents involved in home schooling may participate in regular teacher-training classes and cultural workshops. In addition, Japanese-speaking university students can earn academic credit by assisting the teachers in their classrooms, conducting games and other practice activities that follow up on the broadcast lessons. Other support is provided via e-mail, telephone, and fax. Initially supported by grants from the U. S. Department of Education and the Omron Foundation, ongoing support comes from county home-schooling funds and contributions made by over a dozen businesses and organizations.

Other Model Programs

The Japanese magnet program at Richmond Elementary School is one of seven early-start, long-sequence foreign language programs described in the book, *Lessons Learned: Model Early Foreign Language Programs.* Published in 2000 by the Center for Applied Linguistics and Delta Systems Co., Inc., *Lessons Learned* provides information on how to develop, maintain, and enhance an early foreign language program through the examples of seven successful programs. The other programs featured are in St. Petersburg, Florida; Glastonbury, Connecticut; Springfield, Massachusetts; Prince George's County, Maryland; Toledo, Ohio; and Chapel Hill, North Carolina.

(Order from Delta Systems Co., Inc., 1400 Miller Parkway, McHenry, IL 60005-7030; 1-800-323-8270; www.delta-systems.com. ISBN 1-887744-63-0. $18.95 plus shipping and handling. *Lessons Learned: Model Early Foreign Language Programs*, by Douglas F. Gilzow and Lucinda E. Branaman.)

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Moshi Moshi lessons are sequenced and the levels are articulated following a curriculum based on the state's Japanese language frameworks and benchmarks.

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National Board Certification® Available for Teachers of World Languages Other than English

Kathleen Kosobud McKinley
National Board Certified Teacher
(EA/Generalist)
Teacher-in-Residence (on loan from the Ann Arbor, Michigan Public Schools)
National Board for Professional Teaching Standards

It is critical that each and every WLOE teacher plan for National Board Certification as a key milestone in his/her career path.
Martie Semmer, P-12 Spanish Teacher, NBPTS World Languages Other than English Standards Committee

Research demonstrates that quality instruction from highly qualified teachers is important because accomplished teachers help students to reach high standards of learning. The National Board for Professional Teaching Standards®, founded in 1987, is taking the lead by setting standards for accomplished teachers and creating a voluntary system to assess and certify teachers who meet these standards.[1]

The standards, representing a consensus of teachers, teacher educators, and professional organizations in a given teaching field, articulate the critical skills and knowledge that distinguish effective teaching in their field.

Recently, the National Board approved standards for teachers of World Languages Other than English, paving the way for teachers in this field to engage in a rigorous professional development process leading to a National Board Certificate.

In April 2002, National Board Certification became available for teachers of Latin and Japanese, in addition to Spanish, French and German.

Why Go through National Board Certification?

Teachers who have been through the rigorous process of National Board Certification often comment that it is one of the best professional development experiences in their teaching careers. The process allows teachers to engage in analytic study of their classroom practice as teachers. Teacher reflection becomes an embedded habit as a result. For some teachers, the intrinsic rewards of this opportunity are an end in itself. Others are recognized with financial incentives that substantially enhance their salaries.

Districts often are able to retain high quality teachers in the classroom with financial incentives, alleviating the attrition of good teachers to other positions in and out of teaching. National Board Certification can open the doors to many teacher leadership opportunities while allowing these teachers to continue to do what they do best: teach.

National Board Certified Teachers speak at professional conferences, support professional growth in other teachers, work as part of their school communities to enhance student outcomes, and promote teaching as a professional career.

A recent study comparing National Board Certified Teachers to teachers who had not achieved this distinction concluded that National Board Certified Teachers significantly outperformed the comparison group on 11 of 13 key dimensions of teaching expertise (UNC-Greensboro, 2000). With such promising findings, there are powerful reasons to encourage teachers to engage in this process.

Students derive the benefits from the expert teaching of National Board

Certified Teachers, teacher education programs can confidently place interns in the classrooms of these model teachers, and new teachers can count on knowledgeable mentoring from these accomplished colleagues.

What Is Included in the Portfolio?

National Board Certification is a performance-based assessment, where teachers demonstrate how they meet National Board Standards for their teaching field through a portfolio of their work. The portfolio consists of four separate entries, each of which calls for standards-based evidence of different elements of their teaching practices.

Three of the entries ask candidates for National Board Certification to showcase specific aspects of their classroom instruction. Teachers submit videotapes, student work samples, and other materials from their classroom teaching and a detailed commentary that gives context for the evidence they submit.

The fourth entry is a documentation of accomplishments, in which candidates describe how their work with families, the community, and other professionals have impacted their students' learning.

What do the Assessment Center Exercises Involve?

The assessment center, a second portion of the certification process, consists of six 30-minute exercises and assesses selected content knowledge. Assessment center exercises involve content recognized by foreign language organizations to be essential proficiencies for all educators in world language instruction: knowledge of the interpersonal, interpretive, and presentational communicative modes and the linguistic system; and knowledge of language acquisition.

To demonstrate oral proficiency, teachers will respond on tape in the target language to scenarios presented in English, providing accurate and full responses about contextualized social, practical, professional, and abstract topics. This exercise is scheduled separately from the other five exercises, and is completed in the presence of a test administrator, who does the recording.

For the remaining five exercises, candidates go to Prometric Testing Centers where prompts are delivered by computer. Candidates are given up to 30 minutes per exercise to handwrite or type constructed responses to exercises that require them to demonstrate their knowledge and skills relating to interpretation of spoken language, written language, communication in writing, language acquisition theory, and knowledge of how languages work.

Where Can I Learn More?

NBPTS will be offering two sessions at the November 2002 American Council on the Teaching of Foreign Languages (ACTFL) conference in Salt Lake City in conjunction with the introduction of the World Languages Specialist assessment. National Board staff and National Board Certified Teachers will be available to answer questions about the process.

Keith Cothrun, chair of the World Languages Standards Committee and current board member, will discuss standards and assessment development, connecting the work of the National Board for Professional Teaching Standards to ACTFL initiatives.

Am I Eligible?

Teachers are eligible to enter the National Board Certification process if they hold a baccalaureate degree, have taught for a minimum of three years and have held a valid state teaching license (if required) during those three years.

The National Board Certification process is an opportunity for teachers to reflect upon their practice, analyze student work and describe their deliberate and intentional instructional decisions based upon their understanding of student learning.

Working with three other Latin teachers from (varied) teaching settings was...a way to see that we are like the ancient Roman roads, which all lead to the center of the Latin world.

Caroline Miklosovic, Latin Teacher

The portfolio assessment allows educators to showcase how they meet National Board Standards in visible and multifaceted ways. Teachers who actively practice in the field score all assessments.

How Can I Apply?

Applications for National Board Assessment are available online and by mail. Fee support is available to help defray the $2,300 application cost.

For more information about the National Board for Professional Teaching Standards, fee support, or for an application, call 1-800-22 TEACH or access the Web site: www.nbpts.org.

[1]This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2001, NBPTS has been appropriated federal funds of $109.3 million, representing approximately 51 percent of the National Board Certification project. More than $106.3 million (49 percent) of the project's cost will be financed by non-governmental sources.

World Languages Other than English: Certificate Overview

The National Board Certification® process is voluntary and is open to public and private school teachers from pre-kindergarten through grade 12. The World Languages Other than English (World Languages) certificate is designed for teachers of students of ages 3-12 (Early and Middle Childhood), and ages 11-18+ (Early Adolescence through Young Adulthood).

Status of This Certificate

The National Board has developed standards for what World Languages Other than English teachers should know and be able to do and is currently offering the World Languages Other than English certificate. Application and portfolio deadlines and assessment center testing dates are posted on the Web site, and are also listed in materials sent to all candidates. For further information visit the NBPTS Web site www.nbpts.org, or call 1-800 22 TEACH. *During the 2002-2003 school year, the assessments will be offered to teachers of French, German, Spanish, Latin and Japanese.*

The Assessment Process

The assessment is performance-based and designed to evaluate the complex knowledge and skills of teaching described in the NBPTS standards. The assessment process consists of two components: the portfolio entries and the half-day assessment center exercises. The certification decision is based on teacher performance as judged against the NBPTS standards for accomplished practice.

The Portfolio

The portfolio of the World Languages assessment gives teachers the opportunity to present a sample of their actual classroom practice over a specified time period. The portfolio consists of four entries:

1) **Designing Instruction Over Time** *(Early and Middle Childhood, for Teachers of Students Ages 3-12):*
Teachers demonstrate their ability to select instructional goals, design sequenced instruction, select and adapt materials, and apply methodologies appropriate for their students. Teachers submit a 10-minute videotape of student work. Teachers also submit a written analysis of and reflection on the effectiveness of the instructional sequence and how they assessed student

progress and provided appropriate feedback to students.

OR

1) **Designing Instruction Over Time** *(Early Adolescence through Young Adulthood, for Teachers of Students Ages 11-18+):*
Teachers demonstrate their ability to select instructional goals, design sequenced instruction, select and adapt materials, and apply methodologies appropriate for their students. Teachers submit two student work samples. Teachers also submit a written analysis of and reflection on the effectiveness of the instructional sequence and how they assessed student progress and provided appropriate feedback to students.

2) **Building Communicative and Cultural Competence:**
Teachers demonstrate a range of culturally and communicatively appropriate and personally relevant instruction for students. This entry is designed to capture evidence of the teacher's use of the target language, knowledge of language acquisition, and ability to create language and culture learning environments where meaningful communication in the target language occurs. Teachers submit a 15-minute videotape featuring students fulfilling real-world tasks in culturally appropriate ways. Teachers submit a written commentary in which they analyze their teaching practice and evaluate their instructional choices.

3) **Engaging All Learners:**
Teachers demonstrate how they use their knowledge of child and adolescent development to design instruction so that all students are actively engaged in learning. Teachers submit a 15-minute videotape where they show how they provide authentic materials and resources, input-rich environments and meaningful lessons where all students have opportunities to perform in culturally appropriate ways. Teachers submit a written commentary that describes how they maintain a task-oriented environment where lessons are sequenced in manageable steps so that all students have multiple opportunities to interact in the target language and culture.

4) **Documented Accomplishments: Contributions to Student Learning:**
Teachers demonstrate their commitment to student learning through their work with students' families and community, their development as learners and as leaders/collaborators. This entry is designed to capture evidence of the way in which the role of a teacher is broader than what the teacher does in his or her classroom. Teachers submit descriptions and analysis of activities and accomplishments that clearly and specifically describe why they are significant in their particular teaching context and what impact they had on student learning. In addition, teachers are asked to compose a brief interpretive summary related to these accomplishments.

The Assessment Center

The World Languages assessment center exercises examine content knowledge specified in the NBPTS standards. There are five written exercises and one oral proficiency exercise*:

Oral Proficiency:
(French, German, Japanese, and Spanish)

Teachers will demonstrate functional knowledge of the target language. Teachers will demonstrate the ability to speak in the target language by providing accurate and full responses about contextualized social, practical, professional, and abstract topics. Teachers will respond on tape in the target language to 12 scenarios presented in English. After each scenario, teachers will receive a brief cue in the target language before beginning their responses.

OR

Oral Proficiency: *(Latin only)*
Teachers will demonstrate the ability to read prose and poetry aloud with appropriate pronunciation, voice inflection, phrase groupings, and attention to metrical structures.

1) **Interpreting Aural Texts:** *(French, German, Japanese, and Spanish)*
Teachers will demonstrate functional knowledge of the target language. Given two aural texts, they will respond to four comprehension questions and one inference question pertaining to each text.

OR

1) **Interpreting Stylistic Devices in Poetry:** *(Latin only)*
Teachers will demonstrate the ability to give a detailed analysis of how stylistic devices communicate the intent of a poetry passage. Given a poetry passage, they will respond to two prompts.

2) **Interpreting Written Texts**:
Teachers will demonstrate functional knowledge of the target language. Given an excerpt from literature, they will respond to six questions about the text. The teacher will describe the setting, characters, relationships between characters, and actions and behaviors of the characters. They will also draw a reasonable inference from the text and support their inference with evidence from the text.

3) **Written Communication:** *(French, German and Spanish)*
Teachers will demonstrate functional knowledge of the target language. Given a writing prompt, they will write a draft essay in the target language. In the draft essay, the teacher will demonstrate the ability to express an opinion on a professional or social topic.

OR

3) **Written Communication:** *(Japanese only)*
Teachers will demonstrate functional knowledge of the target language. Given a writing prompt, they will write a letter making a request of someone in Japan, giving reasons for making the request.

OR

3) **Written Communication** *(Latin only)*
Teachers will demonstrate functional knowledge of the target language. Given six writing prompts, they will demonstrate the ability to use forms, phrases, and clauses.

4) **Knowledge of Language Acquisition**:
Teachers will demonstrate knowledge of language acquisition. Given three terms from the professional literature on language acquisition, instructional techniques, and methods and approaches, the teacher will explain each of the three terms and give examples connected to the explanation from their target language and instructional level. The terms may come from professional journals and /or second language acquisition texts.

5) Knowledge of How Language Works:
Teachers will demonstrate knowledge of how the target language works. Given 20 errors embedded in excerpts from a variety of texts in the target language, they will correct each error and explain why it is an error.

Note:
Teachers are given 30 minutes to complete each of the six assessment center exercises.
Six scores are reported, one for each exercise.

**All assessments are subject to change.*

Useful Links:

World Languages Standards (brief overview):
http://www.nbpts.org/standards/brief/br_world_languages.pdf

Read the World Languages Standards (complete document in pdf format):
http://new.nbpts.org/standards/complete/ecya_wloe.pdf

Brief descriptions of the World Languages certification process:
http://www.nbpts.org/standards/cert_overview/ng_ov_emc_wloe.html,
http://www.nbpts.org/standards/cert_overview/ng_ov_ecya_lm.html

Read the Portfolio instructions for World Languages here (pdf format):
http://new.nbpts.org/port/02_03_eaya_wloe.pdf

Information about fee support: http://www.nbpts.org/about/news_center/20010813_2.html

2002-2003 Guide to National Board Certification:
http://new.nbpts.org/02_03_cand_guide.pdf

Apply for National Board Certification (on-line application):
http://www.nbpts.org/or/index.html

Become an Assessor (apply on-line):
http://www.nbpts.org/candidates/2001_02/scoring/assessor_emailform.cfm

ACTFL Conference information: http://www.actfl.org/public/articles/index.cfm?cat=31

AATG Conference information: http://www.aatg.org/member_services/annual_meeting/index.html

Information on state and local support for National Board Certification:
http://www.nbpts.org/state_local/fl.html

Listservs and Discussion Forums:

(Caveat emptor—be a critical reader)

NBPTS discussion groups: http://www.nbpts.org/discussion_groups/index.html

National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University—to be included on this WLOE candidate listserv, contact Martie Semmer, WLOE National Board Certification Project Facilitator, National K-12 Foreign Language Resource Center, Iowa State University, Ames Iowa at: semmer@colorado.net

YahooGroups (under NBPTSFL): http://groups.yahoo.com/

IN-VISION, Technology Strategies for Rural Schools

Marie Trayer, Director
Lisa Knoche, Technology Specialist
IN-VISION Project

How do the language specialist and the elementary classroom teacher integrate technology and language learning to improve student achievement?

Technology – the turn-on for elementary children who live in the new "Screen Age" – can really enhance the second-language learning experience. How do the language specialist and the elementary classroom teacher integrate technology and language learning to improve student achievement?

IN-VISION, a five-year technology challenge grant funded by the U.S. Department of Education that supports K-12 Spanish and technology use in rural schools, has been working to find the answers to that question.

To begin the evolution of integrating technology and elementary second-language learning, IN-VISION provided computers for classroom teachers participating in the program. Understanding that teachers need assistance in integrating technology into the classroom, IN-VISION offered many training opportunities, during the school year and summer, both at the school and off-site.

Through the varied styles of professional development, the teachers gained skills in PowerPoint software, efficient Internet searching, video creation, scanner use, digital photography, and Web page design. Teachers were given the opportunity to develop skills in areas they felt would most benefit their specific instructional goals and strategies. Described below are the various technology-based strategies IN-VISION elementary teachers and language specialists integrated into their classrooms to excite students as well as enhance their learning.

WebQuests

IN-VISION staff trained elementary teachers in the design and implementation of WebQuests proposed by Bernie Dodge from San Diego State University (http://webquest.sdsu.edu/webquest.html). WebQuests provide scaffolding for a higher level of learning. WebQuests are project-based, where the teacher designs a unit that is inquiry-oriented, focuses on an engaging task, and has pre-defined resources from the Internet as well as more traditional resources like books, newspapers and videos.

IN-VISION teachers identified a WebQuest project and through the use of PowerPoint or Web-authoring software, created a Webquest to enhance student learning. Teachers spent time gathering Web sites and developing a final task for students to implement.

Some of those tasks included students planning itineraries for trips abroad, preparing festivities surrounding the celebration of Christmas around the world, and integrating information about animals into presentations about the rainforest. Both teachers and students reported excitement about the opportunity to use WebQuests as an alternative to more traditional classroom lessons.

Student Technology Training via "Boot Camps"

IN-VISION recognized the importance of student technology instruction. In many districts limited resources prevent students from having access to or instruction in various new technolo-

gies. To solve this dilemma, IN-VISION offered four Boot Camps during the academic year, providing students concentrated training in specific technologies. In these workshops, students learned a variety of skills that they could take back to their classrooms and utilize in the language learning process. Focus was placed particularly on those areas not covered in traditional technology classroom instruction.

Topics included use of digital cameras and video editing, sound production and editing, advanced PowerPoint skills, and Web page design. Students generally arrived at each session with an idea to develop and left with a finished project. Through the Boot Camps, IN-VISION worked to provide students with skills that would advance their own technological proficiency and enable them to train other students upon returning to their own schools.

Videoconferencing and Using the Internet

A unique opportunity students have experienced is the use of videoconferencing via the Internet. Students had the chance to interact with native speakers in countries outside of the United States. With the use of a Web camera, microphone, Internet connection, and videoconferencing software, students and teachers exchanged information about cultural practices, everyday life and a variety of other topics.

Students had an opportunity to practice language skills through this novel technology and also learned about the cultural differences and similarities of students in other places. Teachers and students had an overwhelmingly positive response to the videoconferencing experiences.

Key Pals

Students and teachers have also connected to other classrooms in the U.S. and around the world through "key pal" relationships. Similar to the traditional paper and pencil "pen pals," key pals use email to communicate between partnering classrooms. Generally, whole classroom exchanges, rather than individual student exchanges, were used. Teachers typed messages dictated by students and sent them to their key pal classrooms eliciting information about hobbies, preferences, weather and school.

Classroom exchanges were in the target language, as well as English. Teachers and students enjoyed the key pal experience. As with videoconferencing, they value the chance to practice language skills in a meaningful context, as well as learn about the life of students and teachers in other countries.

Videoconferencing to Present or Supplement Spanish Lessons

Sporadically during the project, IN-VISION experimented with presenting Spanish lessons using distance-learning technologies. With this format, a teacher at one location delivers a lesson to a classroom at another site using a high-speed copper or fiber line.

Zoe Louton, coordinator, and Julie Jahde, elementary teacher, designed and implemented lessons with IN-VISION elementary classrooms. Julie integrated highly interactive activities to engage the students such as use of a puppet, games, cultural objects demonstrations, and reading children's books.

Applying software that provided the ability to manipulate objects and an LCD projector at the distant site, Julie asked the students to move objects projected on the wall to different locations. Students went to the wall and thought they were moving the objects with their hands although Julie was really manipulating the mouse as she watched the students' hands move.

During one session, Julie and Zoe used iVisit, a videoconferencing program previously highlighted, to present

Teachers and students had an overwhelmingly positive response to the videoconferencing experiences.

The most popular software programs included those that were interactive and engaged students beyond basic recall tasks.

the Spanish lesson. The advantage of iVisit for lesson presentation is that as long as there is an Internet hook-up and wide bandwidth available for the classroom, the students do not have to go to a designated distance-learning classroom, which is often located at the high school.

The disadvantage at the present time is the slight delay between audio and video image delivery. This is a distraction for some students and teachers. With the progress being made to increase Internet capabilities, in these authors' opinion, Internet videoconferencing will replace the distance learning room and the Web-based coursework that is not very interactive or personal. Videoconferencing is, and will continue to be, a powerful technology for education.

Software to Support Learning

In addition to technology training sessions, IN-VISION personnel selected a variety of software to support language learning. For the younger learners, *JumpStart Spanish* was by far the most popular. Another program for children entitled *Kidspeak Spanish* was also used. Lingo Fun's *All in One Spanish Fun* provided older elementary, as well secondary students, with effective practice activities. The teachers enjoyed reinforcing their Spanish lessons with *Learn Spanish Now* and *Spanish to Go*.

The most popular software programs included those that were interactive and engaged students beyond basic recall tasks. Many teachers put the programs on classroom computers and used the software in Spanish Centers or as rewards for students who finished their work early.

In addition, students and teachers utilized creative authoring programs such as *Kid Pix Studio Deluxe* and *Storybook Weaver* to further the process of language learning. Students practiced with *Kid Pix* to illustrate Hispanic poetry and create vocabulary flashcards. *Storybook Weaver* allowed students and teachers to write original stories and create illustrations. Both of these authoring programs are good alternatives for younger language learners, can be used in many different curricular areas, and are helpful tools for implementing thematic units involving a second language.

To supplement the use of *Kid Pix* in elementary classrooms, IN-VISION staff created templates that promote the IN-VISION elementary Spanish curriculum and practice shapes, colors, favorites, and numbers. One template has students move objects into either the *Me gusta* (I like) or *No me gusta* (I don't like) columns according to their preferences. Other templates are interactive activities such as games.

IN-VISION teachers and students utilized concept-mapping software. Secondary teacher teams from the various IN-VISION schools came together to create integrated curriculum units. Using *Inspiration Software* (created by Inspiration Software, Inc,) the teachers mapped out the concepts for the units in a Web format. Students could clearly see the relationship with the theme and prepare their projects more effectively. *Inspiration* assists in developing ideas and organizing thinking and can be used to plan, outline, pre-write, diagram, and brainstorm. *Kidspiration* is the simplified version for younger students and has received rave reviews from elementary teachers.

Community Awareness Using Technology Showcase Nights

Often people outside the bounds of school buildings are not aware of the progress students and teachers have made in the area of technology and language learning. IN-VISION encour-

aged participating teachers and students to share their new skills with the community using Technology Showcase Nights. Project schools organized this special event for the purpose of communicating with parents, the school board, and the community the advances in learning the students and teachers achieved through technology use and language learning. This strategy has been very successful in gaining support for the elementary Spanish program as well as demonstrating the power of technology.

As one example of a showcase night, Farragut (Iowa) Public Schools had "stations" around the school building that parents could visit for 20 minute periods. These stations featured PowerPoint presentations on core curricular themes, video creations, software manipulation, and WebQuest projects. The teachers also integrated Spanish into the evening by breaking a *piñata*, serving Hispanic food, and doing Hispanic art projects.

Other strategies for increasing community awareness that IN-VISION schools implemented included displays and demonstrations of technology and language learning during Curriculum Night and Parent-Teacher Conferences. In addition, IN-VISION organized a Technology Fair at which students were assessed on their technology projects by using technology-savvy judges. Students learned new technology skills in concurrent sessions as well as Spanish cultural lessons by native speakers.

***Es la Hora...*:**
IN-VISION-Created Videos with Core-Curricular Themes

IN-VISION has just completed a new series of 15-minute videos focusing on typical core curricular themes in an intermediate elementary classroom. The 10 videos include the themes of family and home, rainforest, music, school, community, health, and celebrations. Viewers interact with children, a wacky parrot, and an energetic teacher while on location and in the classroom. The children learn about Hispanic cultures, play games, read stories, sing and go on fun adventures.

The video series will be streamed on the IN-VISION Web site (http://invision.esu3.org) so project schools can download the episodes. Teachers can also have CD's of the series as well as VHS videocassettes. These videos come with a teacher's guide, student workbook, and a CD of the songs. Interactive templates using *Kid Pix* and *PowerPoint* will be developed so students can practice the vocabulary introduced by the video series. The videos may be purchased from the Web site (10 episodes for $100).

Conclusion

In an effort to enhance second-language learning, IN-VISION has tried to help teachers and students find ways of effectively integrating technology into classroom activities. A variety of teacher and student training opportunities, software applications and Web-based activities have offered alternatives to traditional language instruction.

Technology can be used in innovative ways to excite students and teachers about second-language learning. As new technology emerges at an ever-increasing pace, stimulating possibilities are in store for inventive educators.

For more information, visit http://invision.esu3.org

IN-VISION
6949 So. 110th St.
Omaha, NE 68128
402-597-4833

As new technology emerges at an ever-increasing pace, stimulating possibilities are in store for inventive educators.

Insect Body Parts

Amanda Hastert
Iowa State University Pre-service Teacher
Harlan, Iowa

Level: First Grade

Targeted Standards:

Communication

1.2 Students learn about the insect body parts through the foreign language; students follow directions for labeling their insect.

1.3 Groups of students present their insect to the class, naming the body parts.

Connections

3.1 Students reinforce their knowledge of insects through the foreign language.

Context:

Students have learned the name of 10 insects and have identified ways in which insects are different from each other. (Which ones fly? Which ones hop? Which ones walk? Which ones are black? etc.)

Objectives:

Students will identify and be able to say the parts of an insect: head, thorax, abdomen, legs, and antennae; students will respond physically and orally to directions.

Materials:

- Picture of family
- Overhead projector
- Pictures of 10 insects
- Plastic manipulative of the 10 insects

Procedure:

1. Begin class by singing in Spanish a similar version of "Head, Shoulders, Knees, and Toes." (Adapted here to Head, Arms, Legs, and Feet.)

Cabeza, brazos, piernas, pies, piernas, pies;
Cabeza, brazos, piernas, pies, piernas, pies;
Ojos, orejas, boca, y nariz,
Cabeza, brazos, piernas, pies, piernas, pies.

2. Show a large picture of a family. Lead students to discover that even though some of them have brown hair, are taller than others in the picture, etc., that they all still have basic body parts—head, arms, chest, legs, feet.
3. Place pictures of the insects on the board and review some of the differences (some fly, some walk...)
4. Lay on the overhead a plastic *cucaracha* (cockroach) and label its 3 body parts, 6 legs, and 2 antennae; have students repeat the names of these parts.
5. Choose another insect. Follow the same procedure. Ask students if they think all insects will have those parts.
6. Break students into groups of 2 or 3, giving each group a plastic insect. The group will decide if their insect has those body parts and where they are located.
7. After 5-6 minutes the groups will

take turns coming to the front of the class and showing which body parts their insect have (they will all have all of them) and saying those parts aloud.

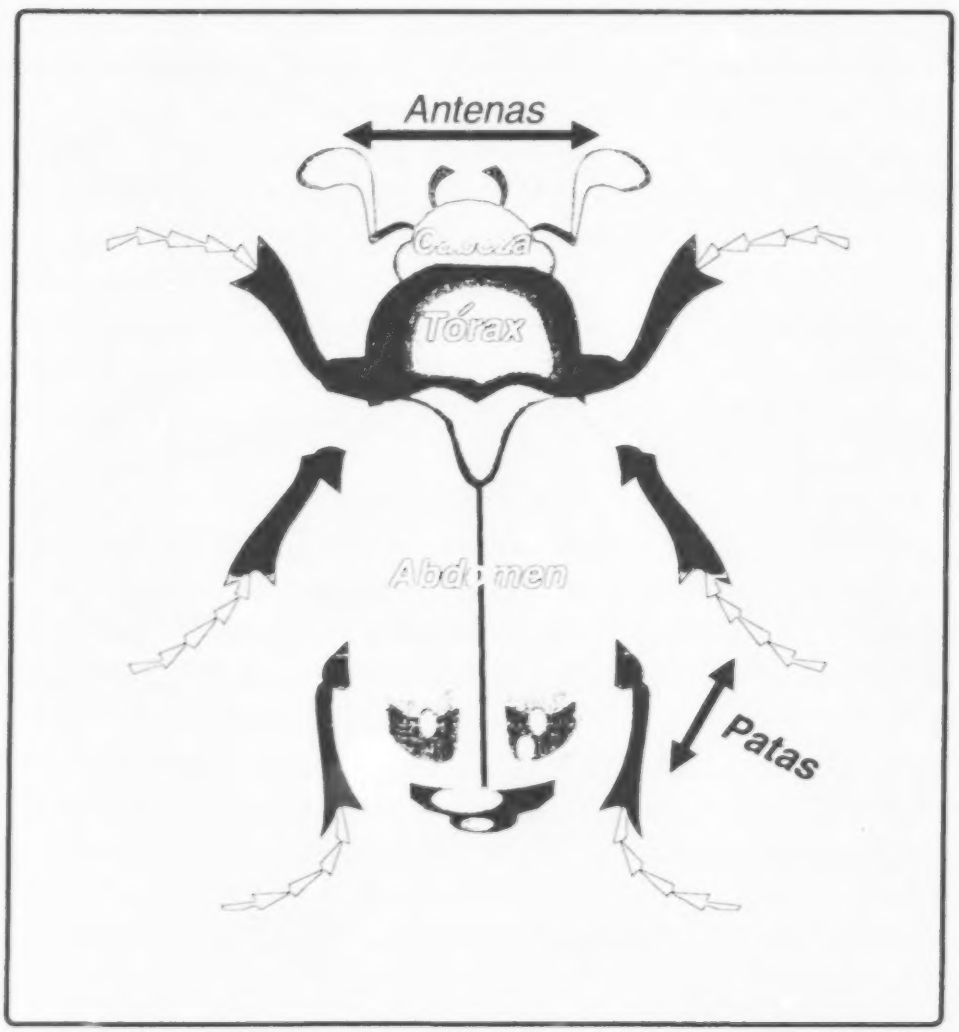
8. End class by singing "Head, Thorax, Abdomen" in Spanish with actions: *cabeza* – hands on head; *tórax*—hands on chest; *abdomen*—hands on hips and wiggle; *dos antenas*—make antennas with their fingers; *seis patas*—shake legs.)

Cabeza, tórax, abdomen, abdomen,
Cabeza, tórax, abdomen, abdomen,
Dos antenas y seis patas,
Cabeza, tórax, abdomen, abdomen.

Assessment:

When the groups present their insect, check for understanding and naming of parts correctly.

Note: *Amanda's inspiration for this activity came after observing Cooperative Teacher Jenny Harper of West Des Moines Community School District, Iowa, teach units in first grade on insects and body parts.*



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Classroom Resources

Spanish

Available from Miraflores, P.O. Box 247 Richford, VT 05476; 514-483-0722; Fax: 514-483-1212; Miraflores is based in Canada at P.O. Box 458, Victoria Station, Westmount, Montreal, Quebec H3Z 2Y6, Canada. E-mail: miraflores@sympatico.ca; Web site: www.miraflores.org

Miraflores is a small publishing company that offers thematic units for upper elementary school (long-sequence or immersion programs), middle school, and high school. The workbooks and copy masters are intended to serve as enrichment material instead of as a textbook. They were written to "spark the interest of adolescents" and provide cultural information about different Spanish-speaking countries and the people who live, and have lived, there.

Themes include history, sports, music, and ecology. The information in the materials has been researched and photographed by the author/publisher, Eva Neisser Echenberg. Originally from Perú, she has traveled to many countries and collected a wealth of information included in the Miraflores texts.

Many of the activities suggested in the books ask students to think critically and reflect the national standards. The Level 1 materials are the least complex in terms of the language and are appropriate for upper-elementary and middle schools students. Additionally, all of the materials will give teachers a wealth of cultural information and ideas for excellent classroom activities.

The Miraflores materials include copy masters ($18), and workbooks called *Abrir Paso* ($15). The copy masters can be purchased individually or in sets. The workbooks come in sets of 15 or more. The company will also let teachers pick and choose information and activities they would like to include in a copymaster or workbook and tailor a book to a school's needs.

Each culture unit includes: a pre-reading exercise, a level specific reading, one or two comprehension exercises, a vocabulary extension exercise, a level specific grammar exercise, an oral exercise, a written assignment, a vocabulary list, key words to facilitate an Internet search, and a complete answer key. They are suggested for use in the classroom, with the Spanish club, or to prepare students planning to study or travel abroad.

Themes for beginning level Spanish include: *los países y sus capitals (mapas de América Latina y España), personajes históricos (Cervantes, sor Juana, Picasso, Cortés y Moctezuma, Bolívar), deportes y música, México (las culturas indígenas, el regatear, la mariposa monarca, los muralistas), España (Andalucia, Sevilla, Barcelona y los Olímpicos de '92, la ecologia), Guatemala y Honduras (la marimba, la Navidae y el Año Nuevo), El Salva-*

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dor y Costa Rica (la ruta maya: ecoturismo, de San José a Puerto Limón), Panamá, costa Rica y Nicaragua (carretas y autobuses, arte popular, el canal de Panamá, los insultos y los piropos), Puerto Rico y la República Dominicana (el beísbol, la rana coqui), and *las culturas indígenas (Copán: una ciudad maya, el calendario azteca, los misteriosas líneas de Nasca)*

Check the Web site for a comprehensive list of all of the themes. Miraflores also publishes workbooks and copy masters for French classes.

General

Available from EMC Publishing, 875 Montreal Way, St. Paul, MN 55102; 800-328-1452; Web site: www.emcp.com Ideas practicas para la clase de español. 0-8219-1051-5, $29.95; *Idee pratiche per lizioni d'italiano,* 0-8219-1054-X, 29.95; *Idées pratiques pour la classe de français,* 0-8219-1052-3, $29.95; *Praktische Ideen für den Deutschunterricht,* 0-8219-1053-1.

This series of blackline master books is divided into themes including Personal Identification, At Home, In the City, Transportation, Geography, On Vacation, Enjoying Meals, Shopping, Pastimes, School, Work, Health, How much does it cost?, What's the weather like?, What time is it?, Days and Dates, Numbers, General (graphic organizers, letters, forms for games and dialogs), and Grammar Charts. Each item is illustrated with clear pictures and appropriate cultural symbols and drawings. The "Enjoying Meals" section has pictures of food packages from Spain, France, Italy, and Germany. The books include excellent maps, realia from the various countries (a form for a hotel bill, menus, and money).

The 122+ pages in these books will save you time as you create lessons and need to find the corresponding visuals. The illustrations and activity pages will give you ideas and illustrations to use for many of the typical topics for language classes. Many of the activities are for a middle school level or higher, but the illustrations are useful for any language level. Although the cultural information comes from the European countries it is helpful when presenting that perspective.

French

Anfousse, G., (1978). *La Varicelle.* Montreal, Canada: Les éditions de la courte échelle.

Available from Sosnowski Language Resources, 58 Sears Road, Wayland, MA 01778; 508-358-7891; Fax: 508-358-6687; E-mail: rders@sosnowskibooks.com; Web site: http://www.sosnowskibooks.com/index.htm. Cost is $7.95.

This soft-cover book is one in a series of adventures about Jiji and Pichou published in Canada. Jiji has the chicken pox and even her best friend, the stuffed elephant Pichou, is exiled from her room. Eventually Jiji has a brilliant idea; she will paint multicolored spots on Pichou who will then be able to play with her.

The illustrations are lively, vivid, and appealing and earned the author The Canada Council Children's Literature Prize for French-Language Illustration in 1978.

Teachers can modify the text, which is a bit complicated for beginning French learners and focus on the pictures and the story line.

Other titles in this series include *Mon ami Pichou, La Cachette, Le Savon, La Petite Soeur, La Grande Aventure,* etc.

There are 12 titles in all.

Nominations Sought for NNELL Award

The NNELL Award for Outstanding Support of Early Foreign Language Learning will be given to an individual or individuals who have demonstrated outstanding support of early foreign language learning.

Nominees may be actively involved in their efforts in a variety of ways including, but not limited to, the following: early foreign language specialist, classroom teacher, principal or other school administrator, district or state school superintendent, local or state foreign language coordinator or supervisor, parent, school board member, businessperson, civic leader, politician/ elected representative.

The nomination for this award will be in the form of two letters of recommendation (a letter of nomination and a letter of support) from individuals who can attest to the nominee's work in the field of early language learning.

The letter of nomination must come from a current NNELL member, and the letter of support should be written by another individual who is very familiar with the nominee's work for early language learning. The letters should include documentation that clearly demonstrates evidence of the ways in which the nominee supports early language learning.

The nomination may also include up to five pages of supporting evidence such as copies of newspaper articles that recognize the nominee's work for early language learning, sample items created by the nominee that show advocacy work, etc.

The following are examples of criteria that can be considered in writing the letters of nomination as they apply to the nominee's work on behalf of early language learning:

- Demonstrates commitment to early foreign language learning in the school and the community, e.g., seeks ways to inform the community of the need for beginning language study early as an integral part of the school curriculum and in an uninterrupted sequence;
- Provides visibility to the foreign language program, e.g., seeks media and/or newspaper publicity of school foreign language events, sends newsletter with foreign language program updates to parents;
- Provides leadership in establishing and maintaining early language programs at the local or state level;
- Supports and provides professional development opportunities for early language specialists;
- Advocates for early language programs at the local or state level, e.g., represents his or her foreign language program at local or state school board meetings;
- Serves on local or state committees for early foreign language learning, e.g., advocacy projects, state foreign language association committee or board, PTA;
- Provides exemplary foreign language instruction in the classroom, e.g., collaborates with the foreign language specialist on interdisciplinary projects.

Three copies of the nomination packet including the two letters of nomination and up to five pages of sample supporting evidence should be mailed as one nomination submission by June 1, 2003 to: Dr. Mary Lynn Redmond, Chair; NNELL Award Committee; 6 Sun Oak Court; Greensboro, NC 27410; E-mail: redmond@wfu.edu

The nomination must include the contact information (mailing address and telephone number) of the individual who is submitting the nomination and the nominee. Award recipients will be notified by August 15, 2003, and the award will be announced at the annual meeting of the National Network for Early Language Learning in November.

Calendar

Fall 2002 Conferences

November 20-21, 2002
National Association of District Supervisors of Foreign Languages, Salt Lake City, UT. Erwin Petri, P.O. Box 2241, Union, NJ 07083; 908-206-8890; Fax: 908-206-8890; eapetri@home.com.

November 22-24, 2002
American Council on the Teaching of Foreign Languages, Salt Lake City, UT. ACTFL Headquarters, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275; E-mail: headquarters@actfl.org; Web site: www.actfl.org.

Spring 2003 Conferences

February 27-March 1, 2003
Southern Conference on Language Teaching, Atlanta, GA. Lynne McClendon, Executive Director, 165 Lazy Laurel Chase, Roswell, GA 30076; 770-992-1256; Fax: 770-992-3464; E-mail: lynnemcc@mindspring.com; Web site: www.valdosta.edu/scolt/index.shtml.

March 6-8, 2003
Central Sates Conference on the Teaching of Foreign Languages, Minneapolis, MN. Patrick T. Raven, Executive Director, P.O. Box 251, Milwaukee, WI 53201-0251; 414-405-4645; Fax: 414-276-4650; E-mail: csctfl@aol.com; Web site: www.centralstates.cc/.

March 13-15, 2003
Southwest Conference on Language Teaching (SWCOLT), Denver, CO. Audrey Cournia, Executive Director, 1348 Coachman Dr, Sparks, NV 89434; 775-358-6943; Fax: 775-358-1605; E-mail: CourniaAudrey@cs.com; Web site: www.learnalanguage.org/swcolt.

April 10-13, 2003
Northeast Conference on the Teaching of Foreign Languages (NECTFL) Washington, D.C; Northeast Conference, Dickinson College, P.O Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: nectfl@dickinson.edu; Web site: www.dickinson.edu/nectfl.

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL

An organization for educators involved in teaching foreign languages to children.

MISSION: Promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. This is accomplished through activities that improve public awareness and support of early language learning.

ACTIVITIES: Facilitate cooperation among organizations directly concerned with early language learning; facilitate communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminate information and guidelines to assist in developing programs of excellence.

ANNUAL MEETING: Held at the fall conference of the American Council on the Teaching of Foreign Languages.

OFFICERS: Elected by members through a mail ballot election held annually in the spring.

MEMBER OF: JNCL-NCLIS (Joint National Committee for Languages-National Council for Languages and International Studies).

FOR MORE INFORMATION: Visit the NNELL Web site at: www.educ.iastate.edu/nnell or E-mail nnell@cal.org

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